



**History 3511 Fall 2019-2020  
Colonial America**

Monday, Wednesday, Friday 10:30-11:20 Hart Hall, Rm 218

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**Office:** Hart Hall Rm 202

**Office Hours:** Tuesday 9:30-11:30 or by appointment

**Virtual Office Hours:** Wednesday 2-4 on Moodle

**Course Description**

Welcome to History 3511! This course examines the history of North America and the Caribbean from the fifteenth century to the American Revolution within the wider context of the Atlantic World. Topics include: cultural, social, and gender history, European migration, slavery, colonial-Indigenous relations, war, and plantation and resource extraction economic development.

**Land Acknowledgement**

Before we begin the proceedings, I would like to acknowledge, honour, and pay respect to the traditional owners and custodians (from all four directions), of the land on which we gather. It is upon the unceded ancestral lands of the Mi'kmaw people, that Mount Allison University is built. While this area is known as Sackville, NB the territory is part of the greater territory of Mi'kma'ki.

As we share our own knowledge, teaching, learning, and research practices within this University, may we also pay respect to the knowledge embedded forever within the Indigenous custodianship of this country. Welilioq

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## Textbooks, Grading, and Objectives

### Required Textbook

There is no required textbook for this class. All course readings can be found either through Novanet or on Reserve at the R. P. Bell Library.

### Optional History Writing Guides:

- Storey, William Kelleher and Towser Jones, *Writing History: A Guide for Canadian Students, Canadian Edition*. Oxford: Oxford University Press 2016.
- Rampolla, M. *A Pocket Guide to Writing in History*, 9th ed. Boston and New York: Bedford/St Martin's, 2017.

Older editions of these history writing guides are also helpful and readily available second-hand.

Supplementary Resources will be posted to the Moodle page for this class.

### Grading

Assignment	Due Dates	Grade Percentage
Film Assignment (4-5 pages double spaced)	<b>October 2</b>	10%
Major Research Paper (12-14 pages double spaced)	<b>November 25</b>	30%
Class Discussions	<b>See Course Schedule</b>	30%
Final Exam	<b>December TBA</b>	30%

**To qualify for a passing grade all assignments and exams must be completed.**

### Learning Outcomes and Course Objectives

At the end of this course, students should be able to:

- Develop and demonstrate a knowledge of the major events, ideologies, and people that shaped the military/diplomatic, political, social, intellectual/cultural, and economic history of Colonial North America
- Demonstrate a knowledge of historical processes that shaped the history of the territory that is now Canada, the United States, and Mexico (ideologies, technologies and industrialization, civil movements, medicine, militarization, and environmental factors)
- Analyze and effectively use primary and secondary historical sources in class, research, and writing

- Improve and sharpen verbal and written communication, reading, note-taking, and study skills
- Recognize and explain the changing physical and political geography of Colonial America
- Identify, locate, evaluate, analyse, and effectively use a variety of forms of historical evidence, including sources available on the Internet, in digital or museum collections, in the University Library, and where applicable archival databases
- Employ evidence to develop their historical arguments
- Compare, contrast, and analyse historical arguments by examining: journal articles, monographs, and films; the ways in which historians link evidence to argumentation; and the different approaches and methods that historians have taken toward topics under study
- Apply their knowledge of what constitutes well-grounded historical analysis in a variety of fora comprising class discussions and regular writing assignments, including one major essay of 12-14 pages
- Demonstrate mastery of the mechanics of a good history paper, including effective thesis questions and statements as well as proper grammar, style, citation practices, and formatting
- Learn different approaches to studying history

## Course Schedule

### **Week One: Introduction to Colonial America**

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**September 4: Introduction and Course Expectations**

**September 6: Doing Colonial American History**

### **Week Two: European Imperialism**

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**September 9: England and the Dutch**

**September 11: France and Spain**

**September 13: Class Discussion**

Readings:

- Nathan J. Probasco, "American bodies and landscapes in early English colonisation," *Studies in Travel Writing* 22(1) (2018): 16-38.

- Camilla Townsend, "Burying the White Gods: New Perspectives of the Conquest of Mexico," *The American Historical Review* 108(3) (2003): 659-687.
- Gilles Havard, "'Protection' and 'Unequal Alliance': The French Conception of Sovereignty over Indians in New France," in *French and Indians in the heart of North America, 1630-1815*, Robert Englebort and Guillaume Teasdale eds., (Winnipeg: University of Manitoba Press, 2013), 113-137. **On reserve at R. P. Bell Library.**

### **Week Three: Contact Narratives**

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#### **September 16: Euro-Indigenous Contact and the Columbian Exchange**

#### **September 18: Film: *America Before Columbus* (2009)**

#### **September 20: Film: *America Before Columbus* (2009)**

Readings for Film Assignment:

- Alfred Crosby, "Virgin Soil Epidemics as a Factor in the Aboriginal Depopulation in America," *The William and Mary Quarterly* 33(2) (1976): 289-299.
- David S. Jones, "Virgin Soils Revisited," *The William and Mary Quarterly* 60(4): 703-742.
- Brian Sandberg, "Beyond Encounters: Religion, Ethnicity, and Violence in the Early Modern Atlantic World, 1492-1700.

### **Week Four: Religion and European Colonization**

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#### **September 23: Catholic Colonizers**

#### **September 25: Dissenters as Colonists**

#### **September 27: Class Discussion**

Readings:

- Emily Berquist Soule, "From Africa to the Ocean Sea: Atlantic slavery in the origins of the Spanish Empire," *Atlantic Studies* 15(1) (2018): 16-39.
- Elizabeth Reis, "The Devil, the Body, and the Feminine Soul in Puritain New England," *The Journal of American History* 82(1) (1995): 15-36.

- Owen Stanwood, "Between Eden and Empire: Huguenot Refugees and the Promise of New Worlds," *The American Historical Review* 118(5) (2013): 1319-1344.

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**Week Five: Resource Extraction and Indigenous Relations**

**September 30: Mining Gold and Silver**

**October 2: Furs and Fashion**  
**Film Assignment Due**

**October 4: Class Discussion**

Readings:

- Dana Velasco Murillo, "Laboring above Ground: Indigenous Women in New Spain's Silver Mining District, Zacatecas, Mexico, 1620-1770," *Hispanic American Historical Review* 93(1) (2013): 3-32.
- Sylvia Van Kirk, "The Role of Native Women in the Fur Trade Society of Western Canada, 1670-1830," *Frontiers: A Journal of Women Studies* 7(3) (1984): 9-13.
- Susan Sleeper-Smith, "Women, Kin, and Catholicism: New Perspectives on the Fur Trade," *Ethnohistory* 47(2) (2000): 423-452.

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**Week Six: Cash-Crop Agriculture, Changing Landscapes, and Slavery**

**October 7: Sugar, Rice, Tobacco, and Vice**

**October 9: From Indentured Servitude to Enslavement**

**October 11: Class Discussion**

Readings:

- Trevor Burnard and Emma Hart, "Kingston Jamaica, and Charleston, South Carolina: A New Look at Comparative Urbanization in Plantation Colonial British America," *Journal of Urban History* 39(2) (2013): 214-234.
- Neil Oatsvall and Vaughn Scribner, "'The Devil Was in the Englishman that He Makes Everything Work': Implementing the Concept of 'Work' to Reevaluate Sugar Production and Consumption in the Early Modern British Atlantic World," *Agricultural History* 92(4) (2018): 461-490.

Podcast:

- Cassandra Newby-Alexander, "Virginia, 1619," *Ben Franklin's World Episode 250* <https://www.benfranklinsworld.com/episode-250-virginia-1619/>

### **Week Seven: Disease Ecologies**

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**October 14: Thanksgiving Day No Class**

**October 16: Medicine, Climate, and Fear**

**October 18: Class Discussion**

Readings:

- Karen Ordahl Kupperman, "Fear of hot climates in the Anglo-American colonial experience," *William and Mary Quarterly* 41(2) (1984): 213-240.
- H. Roy Merrens and George D. Terry, "Dying in Paradise: Malaria, Mortality, and the Perceptual Environment in Colonial South Carolina," *The Journal of Southern History* 50(4) (1984): 533-550.
- Trevor Burnard, "'The Countrie Continues Sicklie': White Mortality in Jamaica, 1655-1780," *Social History of Medicine* 12(1) (1999): 45-72.

### **Week Eight: 17<sup>th</sup>-Century Empires at War**

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**October 21: Anglo-French Rivalries**

**October 23: Privateering, Trade, and Territory**

**October 25: Class Discussion**

**Last day to drop class through Connect**

Readings:

- Heidi Bohaker, "'Nindoodemag': The Significance of Algonquian Kinship Networks in the Eastern Great Lakes Region, 1600-1701," *William and Mary Quarterly* 63(1) (2006): 23-52.
- Gilles Havard, "Wars and Peace in the Seventeenth Century," in *The Great Peace of Montreal of 1701: French-Native Diplomacy in the Seventeenth Century*, (Montreal and Kingston: McGill Queen's University Press, 2001), 46-57.
- Benjamin Schmidt, "Mapping an Empire: Cartographic and Colonial Rivalry in Seventeenth-Century Dutch and English North America," *William and Mary Quarterly* 54(3) (1997): 549-578.

**Week Nine: Gender Relations and Colonial Societies**

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**October 28: 'It's Raining Men' and That's a Problem**

**October 30: A Woman's Place: Colonial Gender Roles**

**November 1: Class Discussion**

Readings:

- Kathryn A Young, "'...sauf les perils et fortunes de la mer' : Merchant Women in New France and the French Transatlantic Trade, 1713-1746," *Canadian Historical Review* 77(3) (1996): 388-407.
- Brooke Newman, "Gender, Sexuality and the Formation of Racial Identities in the Eighteenth-Century Anglo-Caribbean World," *Gender & History* 22(3) (2010): 585-602.
- Asunción Lavrin, "Indian Brides of Christ: Creating New Spaces for Indigenous Women in New Spain," *Mexican Studies* 15(2) (1999): 225-260.

**Week Ten: Colonial Governments**

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**November 4: Mechanisms of Control: Absolutism, Mercantilism, and the State**

**November 6: Self-Government vs. the Un-governed**

**November 8: Research Paper Working Session**

**Week Eleven:**

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**November 11-15: Reading Week No Class**

**Week Twelve: 18<sup>th</sup>-Century Empires at War**

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**November 18: Queen Anne's War**

**November 20: Seven Year's War**

**November 22: Class Discussion**

Readings:

- Erica Charters, "Disease, Wilderness Warfare, and Imperial Relations: The Battle for Quebec, 1759-1760," *War in History* 16(1) (2009): 1-24.

- Thomas Agostini, "'Deserted His Majesty's Service': Military Runaways, The British-American Press, and the Problem of Desertion During the Seven Years' War," *Journal of Social History* 40(4) (2007): 957-985.

Podcast:

- Matthew P. Dziennik, "The Highland Soldier in North America," [Ben Franklin's World Episode 252](#).

### **Week Thirteen: The American Revolution**

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**November 25: Taxation, Representation, and Speculation  
Research Paper Due**

**November 27: The American Revolution**

**November 29: Class Discussion**

Readings:

- T. Cole Jones, "'The rage of tory-hunting': Loyalist Prisoners, Civil War, and the Violence of American Independence," *Journal of Military History* 81(3) (2017): 719-746.
- Eric Slauter, "Reading and Radicalization: Print, Politics, and the American Revolution," *Early American Studies* 8(1) (2010): 5-40.
- Vernon P. Creviston, "'No King unless it be a Constitutional King': Rethinking the Place of the Quebec Act in the Coming of the American Revolution," *Historian* 73(3) (2011): 463-479.

### **Week Fourteen: Revolution Repercussions**

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**December 2: Loyalists and the United States**

**December 3: Exam Review**

Please bring your notes and questions

**Possible Final Exam Dates: December 5-14. Exam date will be announced as soon as it is available.**

## **Lectures, Attendance, and Reading**

You are expected to attend three hours of lectures each week.

Nine times throughout the term there will be in-class tutorial-style discussions. Together these discussions represent thirty percent of your grade. You must prepare in advance a one-page, double-spaced, typed reading response to be submitted on Moodle before each class discussion. This reading response should identify the thesis/argument of each reading, the sources used by the author, and the author's methodology. It should also include your general impressions and opinions on the reading. This is designed to facilitate understanding of the readings and prepare students to actively participate in class discussion.

Readings for these discussions are available through the University Library's website. I recommend searching for the article's full title in Novanet. **If you have any difficulty accessing the discussion reading please let me know as soon as possible.** In-class discussions are designed to help students develop critical thinking and analytical skills while fostering a greater understanding of course themes. Participation will be assessed on both quantity and quality of contributions. Your participation grade will be calculated according to the following guidelines:

- Excellent (As): Contributed frequently and insightfully, demonstrated critical understanding of the reading; showed awareness of how readings relate to each other and to overarching themes; interacted with other students and built on their comments.
- Good (Bs): Contributed regularly; grasped main points of readings; showed awareness of interrelationships between readings and themes OR interacted with other students, but not necessarily both.
- Adequate (Cs): Contributed occasionally; demonstrated partial understanding of readings; some comments unconnected to main subject or restatements of those offered by other students.
- Substandard (D or F): Remained silent or contributed minimally; demonstrated little or no understanding of readings; made irrelevant or erroneous comments; absent without excuse.

If you miss a class discussion, you may still submit a reading response and may also choose to submit written answers to the discussion questions for partial participation marks.

The readings are designed to supplement the lectures that will feature thematic examinations of individual countries, social, cultural, and political developments and movements. Successful exam answers will require reference to the assigned secondary reading material.

**PowerPoint slides from the lectures will be posted on Moodle each day shortly after the lecture. If you want to record the lectures you must receive permission from the instructor. All lecture materials, including lecture slides**

are under the intellectual copyright of the instructor and may only be used for academic study for this class.

### Formative Assessment

Occasionally, to assess lecture format, student engagement, and to provide ongoing feedback to the instructor, students will be asked to complete brief, **anonymous**, and voluntary formative assessments. These formative assessments are intended to improve student's learning experience in the course and allow the instructor to adapt course materials as necessary. Student responses may also be used in the instructor's reflective teaching portfolio.

## Assignments and Citations

### Chicago Style Citations

All assignments must be cited using Chicago Style citations with footnotes. For more information see the Chicago Manual of Style Quick Guide [[https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html)]. If you have any questions on citations or when to cite, please feel free to ask me or speak to our History subject librarian Elizabeth Miller.

### *America Before Columbus* Film Assignment

For this assignment, you will watch the film *America Before Columbus* in class. You will then analyse the historical representations of North America, interactions between Indigenous peoples and European explorers, and the impact of the Columbian Exchange. To contextualize your analysis, you must use one secondary source in addition to the Crosby, Jones, and Sandberg articles below. Your paper must be in essay format with an introduction, thesis statement, argumentative body paragraphs and a conclusion. Websites may not be used as secondary sources unless they are approved in advance by the instructor.

#### Articles:

- Alfred Crosby, "Virgin Soil Epidemics as a Factor in the Aboriginal Depopulation in America," *The William and Mary Quarterly* 33(2) (1976): 289-299.
- David S. Jones, "Virgin Soils Revisited," *The William and Mary Quarterly* 60(4): 703-742.
- Brian Sandberg, "Beyond Encounters: Religion, Ethnicity, and Violence in the Early Modern Atlantic World, 1492-1700.

This assignment must be 4-5 pages double-spaced 12-point **Times New Roman font**. A title page with your name, class, title, date, and student number, must accompany your paper but is not included in your page count. You must also

include page numbers and a bibliography. This assignment is due **October 2 at the start of class and may be submitted as a Word document (.docx) in Moodle.**

### **Major Research Essay**

For your major research essay, you may choose a topic from the topic list beside my office door or craft your own in consultation with me (no later than October 23). Only one student may sign up for a topic. **You must use a minimum of ten secondary and two primary sources.** Ideally, secondary sources should have been published post-1990 (depending on the topic chosen earlier sources may be used with permission). The course textbook, encyclopaedias, websites, or Google may not be used as secondary sources.

This assignment is intended to develop your historical writing and research skills, as well as the development of an argumentative essay and thesis. Like the short assignment your paper must include a separate title page. Your paper should be 12-14 pages, 12-point **Times New Roman** font, double-spaced and should include page-numbers and is **due November 25. You may submit your paper until midnight on November 25 in Moodle.**

## **Exam**

### **Final Exam**

The final exam will allow students to demonstrate the breadth and depth of their knowledge of the whole course. It will consist of multiple choice and short answer questions drawn primarily from the second half of the course. The essay question will be thematic and cover the entire course. Other components may be added to the final exam at the instructor's discretion through consultation with the class. This will be a three-hour written exam during the December exam period. A more detailed final exam information sheet will be posted to Moodle.

### **Exam Accommodations**

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with the Meighen Centre if they have not already done so. Students who suspect they may have disabilities should contact the Meighen Centre for advice and referrals. Students registered with the Meighen Centre may request alternative arrangements for mid-term and final examinations with adequate notice. For more information visit their [website](#).

## **Policies**

### **Late Penalties and Extensions**

The penalty for late assignments is **-10% the first day late, with additional deductions of - 2% per day thereafter, including weekends. You will receive**

**the daily penalty at midnight each day.** All assignments are submitted through Moodle; a printed copy is not necessary.

Extensions will only be granted for documented medical or family emergencies. Please consult with me as soon as possible if you have a medical or family emergency. Remember to back up your work, as failures with technology will not result in an extension.

### **E-mail Policy**

Students are strongly encouraged to **check their university e-mail daily**. Announcements about readings, upcoming assignments, and last-minute class changes will be conveyed by e-mail.

I will also check my e-mail regularly Monday-Friday during normal business hours 8am-6pm. I will reply to your e-mail within 24 hours (excluding weekends). If I have not replied to your e-mail after this time, please send me another e-mail in case the first went astray. In your e-mail ensure that **Hist 3511 is in the subject line**, that **you include a proper salutation** (e.g. Hello, Good Morning), and **sign your name**. E-mail *must* be sent from your university account; non-university account e-mail may end up in my junk folder and go unanswered. For more guidance on how to email a professor check out this guide from *Inside HigherEd*:  
<https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

You are encouraged to ask questions through email, however before emailing please consult your syllabus to see if the answer to your question is there.

### **Mount Allison Letter Grades and their Meanings**

Letter Grade	Descriptor	GPA Equivalent
A+	Outstanding	4.3
A	Excellent	4.0
A-	Very Good	3.7
B+	Good	3.3
B	Good	3.0
B-	Good	2.7
C+	Satisfactory	2.3
C	Satisfactory	2.0
C-	Satisfactory	1.7
D+	Conditional (non-continuing) Pass	1.3
D	Conditional (non-continuing) Pass	1.0
D-	Conditional (non-continuing) Pass	0.7
F	Failure	0.0

**A-Range Grades Demonstrate**

An excellent/very good performance with consistent evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional/very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyse, to synthesize, to integrate ideas, and to express thoughts fluently.

**B-Range Grades Demonstrate**

A good performance with strong evidence of

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyse, to synthesize, to integrate ideas, and to express thoughts fluently.

**C-Range Grades Demonstrate**

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

**D-Range Grades Demonstrate**

A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner which are only partially successful.

**F-Range Grades Demonstrate** An unacceptable performance

## Where to Find Help

### Writing Help

Students are encouraged to come to office hours for help with assignments, choosing essay topics, and any concerns. I am happy to help!

Writing help is also available by appointment in the Writing Centre in the Library. Sign up opens each day at 8:30 on [Moodle](#).

For more information on the services offered for through the Writing Centre visit their [website](#).

### Meighen Centre

The Meighen Centre supports students with learning and medical disabilities. These supports are wide-ranging from note-taking services and assistive technologies, to extra time for tests and exams. In order to receive accommodations, students are required to meet with The Meighen Centre, request accommodations, and provide documentation to support the request. Accommodations are only provided if they are considered reasonable. An accommodation other than that requested may be provided if it is considered the most appropriate and reasonable. Please contact the [Meighen Centre](#) in order to register for any services you may require.

### Mental Health & Wellness

“Mental Health is Brain Health.” Your mental health and wellness is very important! University can be very overwhelming, stressful, challenging, and troubling. There is no shame in speaking with a mental health professional on campus and all services provided are confidential.

To book an appointment to see a Counsellor, Mental Health Educator, or Psychologist please visit [here](#).

Other services available on campus that may be helpful are available [here](#).

If you are feeling overwhelmed in this class and feel comfortable doing so, please come and talk to me during office hours or by appointment. My office is a safe space and I'm here to support you in any way that I can.

### Indigenous Student Support

There are resources available to support Indigenous students at Mount Allison. These include Mawita'mkw (the Indigenous gathering space in the Wallace McCain Student Centre), Indigenous affairs co-ordinator, Patty Musgrave

([indigenous@mta.ca](mailto:indigenous@mta.ca)), and the Mount Allison Indigenous Student Support Group on [Facebook](#).

## Academic Integrity

### **Policy on Plagiarism and Academic Integrity**

From the Academic Calendar (10.6): “All members of the University community are expected to conduct themselves in an ethical manner, demonstrating a commitment to academic integrity and inherent fundamental values of honesty, fairness, respect, including respectful disagreement, and responsibility. It is the policy of the University that academic misconduct will not be tolerated.”

*Plagiarism is the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter.*

It is also unethical to submit the same essay to two different classes, unless you have made a special arrangement with the instructors of both classes. If your instructor believes that plagiarism or any other type of academic misconduct has occurred, s/he will follow the University regulations governing these matters, which are available [here](#).

Resources to prevent plagiarism can be found [here](#).