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American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities

HIST553
History of Colonial America

3 Credit Hours
16 Week Course

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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Instructor Information

See the initial link in the classroom for your instructor contact information.

Course Description
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This course will examine the political and social history of the thirteen colonies, including their European background, settlement and expansion, beginnings of culture, and the imperial context. Additionally, students will study the social consequences of colonization, migration, and war in America from 1500-1775, including the interaction of British colonists with competing European cultures (French, Dutch, Portuguese, and Spanish), with Native Americans, and with African and Afro-American slaves. The course will also include consideration of the pan-Atlantic context of Early America, cross-cultural contacts, family and gender, labor systems, religious observations, crime, and other themes explored in recent social and cultural theory.

Course Scope

This course pursues a cultural approach to early colonial history. It looks at the land mass known as "North America" as a place where a number of different societies converged during a particular period of history: largely between about 1550 and 1790, to use the European system of measuring time. In the most general terms, we can define these cultural groups as Indian, African, and European, though, as we will see, this oversimplification is itself a Eurocentric device for classifying cultures. In other words, this course is not strictly about early American history as usually defined – as the English colonization of thirteen colonies along the continent's eastern seaboard – but about the history of the peoples of North America during the two centuries leading toward the American Revolution.

A fuller and deeper understanding of the colonial underpinnings of American history must examine the interaction of many peoples, at all levels of society, from a wide range of cultural backgrounds over a period of several centuries. For the colonial and Revolutionary period, this means exploring not only how the English and other Europeans "discovered" North America and transplanted their cultures there, but also how societies that had been in North America and Africa for thousands of years were actively and intimately involved in the process of forging a new, multistranded culture in what would become the United States. Africans were not merely enslaved. Native Americans were not merely driven from the land. To include Africans and Indians in American history in this way, simply as victims of the more powerful Europeans, is hardly better than excluding them altogether. Accordingly, in this course, we will follow a different path by including Africans and Indians as central to America's historical development as a society and as a nation.

Course Objectives

After the successful completion of this course, students will be able to:

1. Analyze the major themes and problems of colonial American history.
2. Evaluate the interaction of peoples at all levels of society from various cultural backgrounds.
3. Understand the impact of European colonization on the native societies of the Americas.
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4. Trace the development of racial attitudes, slavery, and the mixing of people across racial boundaries.
5. Investigate the economic, cultural and community factors that influenced the development of colonial society.
6. Assess how selected military campaigns and battles influenced the transformations and continuities of the colonial political milieu.

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are generally due by Sunday evening of the week as noted and include Forum questions are facilitated in groups through a threaded forum, and individual assignments are submitted for review by the instructor.

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Course Materials

Required Textbook: Student Purchase


Required Readings: In Resources Files or Provided by Instructor


Brudvig, Jon L. “Tuscarora War.” In World at War: Understanding Conflict and Society. ABC-CLIO, 2010. (APUS Database)


Fredriksen, John C. “Yamasee War.” World at War: Understanding Conflict and Society. ABC-CLIO, 2013. (APUS Database)


Kelton, Paul. 2012 “The British and Indian War: Cherokee Power and the Fate of Empire in North America.” The William and Mary Quarterly 69, No. 4: 763-792.


Additional Resources (Recommended):

Turabian Citation Guide Online
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.

Copyright/Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

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Evaluation Procedures

1. Readings, Assignments, and Participation: You will be required to read an average of 30 pages per week, or around 500 pages for the course; probably more, depending upon your research efforts. You will also be required to thoughtfully respond to weekly forum discussion topics. While the forum items
Beginning in Week 2 and continuing through Week 16, there will be 45 possible grade points awarded for participation in the discussion forum items: 3 postings per week (at 1 point each) for contributing to the instructor-posted questions/topics, and/or (also at 1 point each) directly responding to other student postings. The virtual introduction and Week 1 responses are required, but not graded exercises.

NOTE: While you are, of course, free to post any number of on point comments during a particular week, note that you will only receive a maximum of 3 points for a particular week’s forum postings, be they to the initial weekly forum topic, or to the postings of your peers.

Posts will be reviewed for accuracy of interpretation, rigor of argument, and clarity of expression. Generally – although this will doubtless vary in accordance with the particular topic – initial posts should be about 100 words in length, while responses to other student’s responses should be about 75 words in length. Keep in mind that, when responding to other students, it is not enough to simply state “I agree.” Respond to their post in a way that moves the discussion forward, and demonstrates your knowledge or unique perspective on the topic.

NOTE: The weekly discussion forums will be closed at the end of a particular week – normally midnight, Sunday evening, EDT – and a new board will be opened to facilitate the next week’s discussion topic. Once the week has passed – and that week’s board has been closed – it will not be reopened to allow new posts and you will forfeit any points for that particular week if you have not responded. Accordingly, make every attempt to post responses within the appropriate weekly timeframe.

2. “Jamestown Matters” Website Analysis: The “Jamestown Matters” analysis is drawn from the scholarly examination of the John Carter Brown Library (Brown University) site “Jamestown Matters” http://www.brown.edu/Facilities/John_Carter_Brown_Library/Virginia%20matters/index1.html. This site commemorates the 400th anniversary of the English settlement at Jamestown, and contains an extraordinary gathering of "foundation" books. In order to encourage "adventurers" (investors) and "planters" (colonists) the Virginia Company of London published nine tracts between 1609 and 1615 that described in glowing terms the opportunities presented by the new colony on the James River in Virginia. The documents in this collection present one of the most important sources of information about the early years of the colony. Once you have carefully examined the material, write an informal,
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750-1,000 word review of the website that answers the following three questions. Note - There is a 250 word count minimum for each question response:

1. What generalizations can be made about the early stages of English colonialism in North America?
2. How did the early English explorers view the land and people of the "New World"?
3. How did John Smith portray his role in the contact experience?

The website review shall be typed, double-spaced, and in a 12-point Times New Roman font. There will be 15 possible grade points awarded for submission of the “Jamestown Matters” analysis. See the link in the course resources folders for a sample – including placeholder (Lorem Ipsum) text – for the recommended format for this assignment.

3. Historiographical Essay – The Seven Years War and its Implications for Colonial America: A historiographical essay summarizes and analyzes interpretations of scholars on a given issue or topic. For this assignment, your assigned topic will be the Seven Years War and its implications for Colonial America. Remember, the historiographical essay is a special type of history writing that only considers secondary sources – available through the online library EBSCO, JSTOR and ProQuest databases – and traces how historians have interpreted this topic over time. In the Assignment Section (tab at the left of the screen) I have included two examples of historiographical essays. They will provide valuable formatting and methodology guidance. Essays will be a minimum of 2,500 and a maximum of 3,500 words and include a minimum of 30 relevant primary and secondary sources. The reference citations are not to be included in the word count, and the essays shall be typed, double-spaced, and in a 12-point Arial or Times New Roman font. Citations – footnotes or endnotes – are required and, once again, must follow the Turabian Citation Guide http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html.

NOTE: The Historiographical Essay process consists of the following graded steps:

Week 7 - Submission of a preliminary annotated bibliography of works to be included in the essay. At this point, a minimum of 15, properly formatted items are required. (10 points)

Week 16 - Submission of a final, properly formatted Historiographical essay. Source annotation is not required in the final submission. (30 points)

Regarding Internet sources to be used citation purposes, acceptable sites include scholarly websites and documents available through the APUS Online Library, or other academic and governmental holdings, libraries, archives and databases. For our purposes, Wikipedia (as well as the other “Wiki” sites) is not considered a valid academic source. Note that, once again, as graduate students, it is your responsibility to ensure the proper formatting for your working bibliography and footnote entries. Together, there will be a total of 40 possible grade points awarded for submission of the historiographical essay.
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### Evaluated Activities

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<th>Assignment</th>
<th>Number of Points</th>
<th>Percent of Final Grade</th>
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<tbody>
<tr>
<td>Week 3: Submission of the “Jamestown Matters” Brown University website analysis</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>Week 7: Submission of a preliminary annotated bibliography of works to be included in the historiographical essay</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Week 16: Submission of the historiographical essay - The Seven Years War and its Implications for Colonial America</td>
<td>30</td>
<td>30%</td>
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<tr>
<td>Class Participation (Computed at end of course)</td>
<td>45</td>
<td>40%</td>
</tr>
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</table>

### Course Outline

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Learning Objectives</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Pre- Columbian Cultures</td>
<td>Comprehend the specific events leading up to the regional cultural evolutions in the pre-European era. (Course Objectives 1, 2, 3)</td>
<td>Nash, <em>Red, White, and Black</em> text: Chapter 1</td>
<td>Virtual Introduction (Mandatory). Responses to weekly discussion forum issues.</td>
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<td></td>
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<td>Richter excerpt - “Legacies of Conquest from Medieval North America.” In course resources folder.</td>
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<tr>
<td>2</td>
<td>Europeans in North America</td>
<td>Understand the impact of the Spanish, Portuguese, French and English expansion into the Americas. (Course Objectives 1, 2, 3)</td>
<td>Nash, <em>Red, White, and Black</em> text Chapter 2</td>
<td>Responses to weekly discussion forum issues.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Richter excerpt - “Legacies of Conquest from Medieval Europe.” In course resources folder.</td>
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<tr>
<td>3</td>
<td>Recurrent Rural Settlement</td>
<td>Analyze how patterns of social, economic,</td>
<td>Nobles essay - &quot;Breaking into the &quot;Jamestown</td>
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</table>
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<table>
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<tr>
<th>Themes</th>
<th>and political development define the basic outlines of a backcountry culture. (Course Objectives 1, 2, 3, 5)</th>
<th>Backcountry: New Approaches to the Early American Frontier.&quot; Trewartha essay - “Types of Rural Settlement in Colonial America.” Essays in course resources folder.</th>
<th>Matters” Brown University website analysis . Responses to weekly discussion forum issues.</th>
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<tbody>
<tr>
<td><strong>4</strong></td>
<td>The Chesapeake Cultures</td>
<td>Examine the economic, cultural and military dynamics of the initial British Chesapeake settlement patterns and the ensuing English-Indian relations. (Course Objectives 1, 2, 3, 5, 6)</td>
<td>Nash, <em>Red, White, and Black</em> text Chapter 3 Parramore essay - “The Lost Colony Found: A Documentary Perspective.” Vaughan essay - &quot;Expulsion of the Salvages: English Policy and the Virginia Massacre of 1622.” Essays in course resources folder.</td>
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<tr>
<td><strong>5</strong></td>
<td>The Northeast Cultures</td>
<td>Examine the economic, cultural, religious and military dynamics of the Dutch and Puritan settlement patterns and the impacts on Indian communities. (Course Objectives 1, 2, 3, 5, 6)</td>
<td>Nash, <em>Red, White, and Black</em> text Chapter 4 Kessler essay - “Tocqueville’s Puritans: Christianity and the American Founding.” In course resources folder.</td>
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<td></td>
<td>The Coastal Societies</td>
<td>Examine the economic, cultural, religious and military dynamics of the British (Carolinas) and Quaker (Pennsylvania) settlement patterns and the impacts on Indian communities. (Course Objectives 1, 2, 3, 5, 6)</td>
<td>Katz essay - “The Pequot War Reconsidered.” Essays in course resources folder.</td>
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| 8 | Slavery and the African Ordeal | Analyze the dynamics associated with Black culture in colonial America, including slave resistance and rebellion. (Course Objectives 1, 2, 4, 5) | Nash, *Red, White, and Black* text Chapter 7  
Kyles essay - “Resistance and Collaboration: Political Strategies Within the Afro Carolinian Slave Community, 1700-1750.” In course resources folder. | Responses to weekly discussion forum issues. |
| 9 | The Transformation of Euro-American Society | Analyze the cultural and societal impacts of eighteenth century European immigrants on colonial social structures and values. (Course Objectives 1, 2, 5) | Nash, *Red, White, and Black* text Chapter 8  
Tomlins essay - “Reconsidering Indentured Servitude: European Migration and the Early American Labor Force, 1600-1775.” In course resources folder.  
Rossel essay - “The Great Awakening: An Historical Analysis.” In course resources folder. | Responses to weekly discussion forum issues. |
| 10 | Wars for Empire and Indian Strategies for Survival | Analyze the nature, dynamics and consequences of involuntary transformations in Indian society. (Course Objectives 1, 2, 3, 5, 6) | Nash, *Red, White, and Black* text Chapter 9  
Kelton essay - “The British and Indian War: Cherokee Power and the Fate of Empire in North America.” In course resources folder. | Responses to weekly discussion forum issues. |
| 11 | The Seven Years' War and Its Aftermath | Comprehend the military, cultural and political contexts in which the war was prosecuted in North America with particular emphasis on Indian strategies and Indian-White relations after 1763. (Course Objectives 1, 2, 3, 5, 6) | Nash, *Red, White, and Black* text Chapter 10 Gipson essay- “The American Revolution as an Aftermath of the Great War for the Empire, 1754-1763.” | Responses to weekly discussion forum issues. |
| 12 | Economics and Commerce in Colonial America | Analyze the contexts in which colonial economic wealth reflected the exploitation of resources of a new continent, by the reliance on free and slave labor, and the benefits of trade in an Atlantic economy. (Course Objectives 1, 2, 4, 5) | McAllister essay - “Colonial America, 1607-1776.” Jones essay - “Wealth and Growth of the Thirteen Colonies.” Curtis essay - “Land Policy: Pre-condition for the Success of the American Revolution.” In course resources folder. Essays In course resources folder. | Responses to weekly discussion forum issues. |
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<td><strong>13</strong></td>
<td><strong>The Tri-colored American Revolution</strong></td>
<td>Examine the cultural, social and military dynamics of the revolutionary period, including the rise of abolitionism and Indian inter- and intra-tribal factionalism. (Course Objectives 1, 2, 3, 4, 5, 6)</td>
<td>Nash, <em>Red, White, and Black</em> text Chapter 11  Andrews essay - “The American Revolution: An Interpretation.” In course resources folder.  Furstenberg essay - “Beyond Freedom and Slavery: Autonomy, Virtue, and Resistance in Early American Political Discourse.”  Essays In course resources folder.</td>
<td>Responses to weekly discussion forum issues.</td>
</tr>
<tr>
<td><strong>14</strong></td>
<td><strong>Colonial Society: Families and Structure</strong></td>
<td>Analyze the cultural significance of public structure, social class and patriarchal authority in colonial America. (Course Objectives 1, 2, 5)</td>
<td>Middleton and Lombard excerpt - “Settler Families and Society.”  Seward essay - “The Colonial Family in America: Toward a Socio-Historical Restoration of Its Structure.”  Essay and excerpt in course resources folder.</td>
<td>Responses to weekly discussion forum issues</td>
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<tr>
<td><strong>15</strong></td>
<td><strong>The Mixing of Cultures</strong></td>
<td>Examine the cultural, social and class dynamics of racial intermingling in the late colonial period. (Course Objectives 1, 2, 3, 4, 5)</td>
<td>Nash, <em>Red, White, and Black</em> text Chapter 12  Axtell essay - “The Ethnohistory of Early America: A Review Essay.” In</td>
<td>Responses to weekly discussion forum issues.</td>
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<td><strong>16</strong></td>
<td>Course Conclusion</td>
<td>Revise any earlier drafts of the historiographical essay and complete the final composition using the proper citation protocols. (Course Objectives 1, 2, 6)</td>
<td>No Required Readings</td>
<td>Responses to weekly discussion forum issues.</td>
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Submission of the historiographical essay - The Seven Years War and its Implications for Colonial America.

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### Policies

Please see the Student Handbook to reference all University policies. Quick links to many of the frequently asked policy questions are also available through the policy link at the left of the screen.

- Drop/Withdrawal Policy
- Plagiarism Policy
- Extension Process and Policy
- Disability Accommodations

### Writing Expectations

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the Chicago Manual of Style. This course will require students to use the citation and reference style established by Kate Turabian in A Manual for Writers of Term Papers, Theses, and Dissertations, 7th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the Chicago Manual.

The Chicago Style Manual for book-length works and its Turabian offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut—including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

### Citation and Reference Style
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History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes, but also may request a formal bibliography:

**Footnotes**, the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources—as well as to add explanations or digressions outside the flow of the main narrative.

**Bibliography** is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.

*Turabian* and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

- May be in-line, but preferably set in raised *superscript*.
- Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
- Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: [http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation](http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation)

**Late Assignments**

As previously indicated, students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

**Netiquette**

Online universities promote the advance of knowledge through positive and constructive debate—both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a
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university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

Humor Note: Despite the best of intentions, jokes – especially satire – can easily get lost or taken seriously. Accordingly, although I would request you use them sparingly, if you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ), 😊. However, in my experience, I have found that it is generally better think about your posts in advance.

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Online Library Information

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

Inter-Library Loan: The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.

Electronic Books: You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

Electronic Journals: The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

Tutor.com: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.
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Selected Bibliography

In the course materials folders I have included a rather extensive bibliography of texts that are related to historical research and writing. While I certainly do not expect anyone to read each and every selection, I would encourage you to review the titles and, if something parks your interest, perhaps review the item at some later time.

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