

Instructor: David Ryden, PhD

Meeting Time: MW 11.30a.m. – 12:45 p.m.	Email: rydend@uhd.edu
Classroom: A627	Telephone: 713 221 2767
Prerequisites: Hist 1305; 3 additional hrs in hist; Jr. standing; or consent of instructor.	Office: S-670
	Office Hours: MW 1:30-3:30 & by appointment.

Course Description:

This course focuses on the establishment and development of British American societies in the seventeenth and eighteenth centuries. The curriculum will explore the rationale for the settlement of the various colonies and account for their divergent economic and social paths. The course will also cover the transplantation of political, social, and religious institutions as well as offer an analysis of migration patterns to British America (three credit hours).

Educational Objectives/Learning Outcomes:

Students who successfully complete this course will be able to:

- trace out the broad contours of the historiography of colonial British America and demonstrate an understanding of how historians approach a variety of research problems.
- express the key reasons for the colonization of British America during the seventeenth century.
- explain the origins and outcome of hostilities between the English and the Native North Americans during the seventeenth century.
- demonstrate a thorough understanding of religious, economic, and political reasons for British migration to British America.
- identify how the various staple crops and trade networks shaped the social and economic development of the British colonies.
- explain the importance of the slave trade and slavery to the social and economic formation of the North American and Caribbean colonies.
- discuss the importance of religion to the development of the British colonies during the seventeenth and eighteenth century.
- describe how eighteenth-century America differed from the early settlements of the seventeenth century.

In short, the students who successfully complete this course will have a broad understanding of the political, social, and economic forces that led the development of the British American Colonies.

General University Policies and Procedures:

All students are subject to UH-Downtown's Academic Honesty Policy and to all other university-wide policies and procedures as they are set forth in the UH-Downtown University Catalog and Student Handbook.

NB: The University of Houston-Downtown maintains an honesty code, which is an essential element of the institution's academic credibility and integrity. It is the student's responsibility to become familiar with the code and abide by it. Academic honesty is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior. In this course these university policies, outlined in PS 03.31, will apply. 'A violation of the honesty code is any activity

which compromises the academic integrity or subverts the educational process of the university, including but not limited to, the following examples.

- ❖ Providing or receiving information for unauthorized use during exams, quizzes, or other graded work.
- ❖ Failing to report incidents of academic dishonesty.
- ❖ Using unauthorized notes, books, or other disallowed materials to aid in answering questions during an examination.
- ❖ Serving as or enlisting another person to take a test in the student's place or to do any academic work for which the student will receive academic credit.
- ❖ **Plagiarizing.**
- ❖ Changing answers and attempting to claim instructor error.
- ❖ Any other conduct intended to obtain academic credit fraudulently or dishonestly, which a reasonable person in the same or similar circumstances would recognize as dishonest or improper in an academic setting.”

In addition there are honesty code requirements for this history course. Students must not use any notes, outlines, or verbal information during exams. Students must return all exam materials to the professor after the exams have been graded and returned to students for their perusal. Failure to return printed exam materials will result in a zero on that exam and possibly other disciplinary action. Once a student begins an exam, the student may not leave the room without forfeiting finishing the exam.

ADA Statement:

UHD adheres to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities should register with Disabled Student Services (S-409, 713.226.5227) and contact the professor in a timely manner (preferably before the first test) to arrange for appropriate accommodations.

Required Books:

- Edmund S. Morgan, *The Puritan Dilemma: The Story of John Winthrop* (2nd Edition) Longman; 2 edition (1998) ISBN 0321043693
- Alan Taylor, *The American Colonies* *The American Colonies* (New York: Penguin, 2002) ISBN 0142002100

Required Articles and Book Chapters:

The tentative schedule below lists the full citation of all articles and book chapters that are required reading for the class. These materials are available at the library reserve desk and are organized in three binders by due date. With the exception of the book chapters, these articles are also available via JSTOR. I will give a demonstration on the first day of class on how to access JSTOR. Should a student miss the first day or have difficulties working with the internet, s/he can ask a reference librarian for assistance. Students can always make an appointment to see me should s/he have any questions regarding the class. It is the student's responsibility to get a copy of all readings required in the schedule.

Tentative Schedule:

I. INTRODUCTION

- 1 8.20.06 Frameworks for considering Early American History
- *In-class reading*
- 2 8.22.06 Pre-Columbian America: The Numbers Game
- John D. Daniels, "The Indian Population of North America in 1492," *William and Mary Quarterly*, 3rd Ser., 49 (1992): 298-320.
 - Alan Taylor, *The American Colonies*, Chapter 1.
- 3 8.27.06 British Exploration and Expansion: A Comparative Perspective
- Patricia Seed, "Taking Possession and Reading Texts: Establishing the Authority of Overseas Empires," *William and Mary Quarterly*, 3rd Ser., 49 (1992): 183-209.
 - Alan Taylor, *The American Colonies*, Chapter 2.
- 4 8.29.06 Instability and Strife: Seventeenth-Century England
- *Essays due.*

II. ENGLISH SETTLEMENT AND EXPROPRIATION OF AMERICA'S TORID ZONES

- 5 9.5.06 Virginia Settlement
- Alan Taylor, *The American Colonies*, Chapter 6
 - Karen Ordahl Kupperman, "Apathy and Death in Early Jamestown," *The Journal of American History*, 66 (1979): 24-40.
 - Charles C. Mann, "America Found and Lost," *National Geographic*, 211 (May, 2007): 32-55.†
 - Karen E. Lange, "What Would You Take to the New World?" *National Geographic*, 211 (May, 2007): 56-67.†
- 6 9.10.06 Powhatan and his Empire
- James Axtel "The Rise and Fall of the Powhatan Empire" in his *After Columbus* (New York: Oxford University Press, 1988), 181-221.†
- 7 9.12.06 Seventeenth Century Settlers to the Chesapeake
- Russell R. Menard, "From Servant to Freeholder: Status Mobility and Property Accumulation in Seventeenth-Century Maryland" *William and Mary Quarterly* 3rd Ser., 30 (1973): 37-64.
- 8 9.17.07 British and Irish Migration to the Eastern Caribbean
- Hilary McD. Beckles, "Plantation Production and White 'Proto-Slavery': White Indentured Servants and the Colonisation of the English West Indies, 1624-1645," *The Americas* 41 (1985): 21-45.
- 9 9.19.06 Seventeenth and Eighteenth Century White Migration to the West Indies
- Trevor Burnard, "European Migration to Early Jamaica, 1655-1780," *William and Mary Quarterly* 3rd Ser., 53 (1996): 769-96.
 - Alan Taylor, *The American Colonies*, Chapter 10.

III. THE 'GREAT MIGRATION,' INDIAN WARS, AND DECLENSION

- 9.24.06
- *Essays due*
- 10 9.26.06 Puritanism in England
- Alan Taylor, *The American Colonies*, Chapter 8.
- 11 10.01.06 The Great Migration to New England
- Edmund Morgan, *Puritan Dilemma: The Story of John Winthrop*,

- second edition (New York: Longman, 1999).
- 12 10.3.06 Puritan social attitudes
- Edmund S. Morgan, "The Puritans and Sex," *The New England Quarterly* 15 (1942): 591-607.
- 13 10.8.06 New England's Seventeenth-Century Indian Wars
- Steven T. Katz, "The Pequot War Reconsidered," *The New England Quarterly* 64 (1991): 206-224.
 - Philip Ranlet, "Another Look at the Causes of King Philip's War," *The New England Quarterly* 61 (1988): 79-100.
 - Alan Taylor, *The American Colonies*, Chapter 9.
- 14 10.10.06 Rise of Commercial Values
- Mark A. Peterson, "Life on the Margins: Boston's Anxieties of Influence in the Atlantic World" in Wim Klooster and Alfred Padula, eds., *The Atlantic World: Essays on Slavery, Migration, and Imagination* (New York: Pearson Prentice Hall, 2005) 45-59.[†]
 - *Essays due*.

IV. BRITAIN'S AMERICAN SLAVE EMPIRE

- 15 10.15.06 *Midterm Exam*
- 16 10.17.06 The transition from servants to slaves in British America
- Russell R. Menard, "Transitions to African Slavery in British America, 1630-1730: Barbados, Virginia, and South Carolina," *The Indian Historical Review* vol. 15, nos. 1-2. (1988-89).[†]
 - Alan Taylor, *The American Colonies*, Chapter 8.
- 17 10.22.06 Britain's Atlantic Slave Trade
- Gary B. Nash, *Red, White, and Black, The Peoples of Early North America* (Upper Saddle River: Pearson, 2006) chapter 6.[†]
- 18 10.24.06 Slave Societies in British North America
- Ira Berlin, "Time Space, and the Evolution of Afro-American Society on British Mainland North America," *American Historical Review* 85 (1980): 44-78.
- 19 10.29.06 Slave life
- Gary B. Nash, *Red, White, and Black, The Peoples of Early North America* (Upper Saddle River: Pearson, 2006) chapter 7[†]
- 20 10.31.06 The African Contribution to South Carolina's Rice Revolution
- Judith Carney, "Rice Milling, Gender and Slave Labour in Colonial South Carolina," *Past and Present* 153 (1996): 108-134.
- 21 11.5.06 Jamaican Slavery
- Richard S. Dunn, "Dreadful Idlers in the Cane Fields: the Slave Labor Pattern on a Jamaican Sugar Estate, 1762-1831" *Journal of Interdisciplinary History* 17 (1987): 795-822.

V. BRITISH AMERICA DURING THE FIRST HALF OF THE 'LONG EIGHTEENTH CENTURY'

- 22 11.7.06 Stability and Wealth in Eighteenth Century Britain & Transformation of the American Colonies
- *Essays due*.
- 23 11.12.06 Migration to the Middle Colonies
- Marianne Woelck, "harnessing the Lure of the "Best Poor Man's Country": The Dynamics of German-Speaking Immigration to British North America, 1683-1783" in Ida Altman and James Horn eds. *European Emigration in the Early Modern Period* (Berkeley: University of California Press, 1991).[†]
 - Alan Taylor, *The American Colonies*, Chapter 12.

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| 24 | 11.14.06 | Mercantilism and the Colonial Trade <ul style="list-style-type: none"> • John J. McCusker, "British Mercantilist Policies and the American Colonies," found in Stanley L. Engerman and Robert E. Gallman, <i>The Cambridge Economic History of the United States</i> vol. 1, (Cambridge: Cambridge University Press:, 1996), 337-362. † |
| 25 | 11.19.05 | The Great Awakening <ul style="list-style-type: none"> • Cedric B. Cowing, "Sex and Preaching in the Great Awakening," <i>American Quarterly</i> 20 (1968) 624-644 • Leonard W. Labaree, "The Conservative Attitude Toward the Great Awakening," <i>The William and Mary Quarterly</i>, 3rd Ser., 1 (1944), 331-352. • Alan Taylor, <i>The American Colonies</i>, Chapter 15. |
| 26 | 11.21.06 | The Enlightenment and its effect on the colonists <ul style="list-style-type: none"> • Burnard, <i>Mastery Tyranny and Desire</i>, Chapter 4. † |
| 27 | 11.26.06 | Consumerism in Britain's Atlantic World <ul style="list-style-type: none"> • T. H. Breen "An Empire of Goods: The Anglicization of Colonial America, 1690-1776," <i>Journal of British Studies</i> 25 (1986): 467-499. • Alan Taylor, <i>The American Colonies</i>, Chapter 14. |
| 28 | 11.28.05 | Review day <ul style="list-style-type: none"> • <i>Essays due</i> |

FINAL EXAM: SEE UNIVERSITY WEBSITE FOR DATE

† = Not available via JSTOR

Note: This schedule is subject to revision. Any changes will be announced in class. In the event of an absence, it is the student's responsibility to contact me or a fellow student for changes made to the schedule.

Course Requirements:

Class Participation: Students are expected to attend all classes. I will take attendance every day, and those not present during roll call will be counted as "absent." It is the student's responsibility to withdraw from the course if need be. Students will be held responsible for all material covered in class as well as any announcements I make concerning examinations, due dates, readings, etc.

Students should be prepared for each day's scheduled reading and to intelligently discuss and draw useful questions from the assignment. Unannounced quizzes may be employed and will subsequently be averaged into the "class participation grade."

Examinations: There will be a midterm and final examination. Both tests will be a combination of essay and short answer. You may not take an exam if you are more than twenty minutes late.

Essays: Students are required to write four out of the five essays scheduled in the above table. The specific topics and directions for these homework assignments will be distributed in class. These three- to five- paged papers must be typed in Times New Roman font at 12 point. They must be double-spaced with 1.25 margins. Punctuation, style, footnotes, etc., will be according to Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. **No late papers will be accepted.** If you have any questions concerning the essays or would like me to look it over before they are due, arrange a time to meet with me.

Assignment Weights

Final grades will be calculated based on the following weighting:

