

HISTORY 4318G
Clashing Empires in North America to 1800
Fall/Winter 2022-23
Winter 2023, Wednesdays, 9:30-11:30 a.m., STVH 2166
Course delivery is in-person

Instructor: Prof. Nancy Rhoden, Associate Professor

Office Hours: Wednesdays 11:30 a.m. to 12:30 p.m. or by appointment

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This is a draft syllabus. Please see your course OWL site for the final syllabus.

Course delivery with respect to the COVID-19 pandemic

The intent is for this course to be delivered in-person but should the COVID-19 landscape shift, the course will be delivered on-line synchronously (ie., on Zoom at the times indicated in the timetable) / asynchronously (eg., posted on OWL for students to view at their convenience) The grading scheme will not change. The course will return to an in-person mode of delivery when the University and local health authorities deem it safe to do so.

Course Description:

Early North American empires (1500-1800), both settler and Indigenous, clashed militarily, socially, and culturally. This comparative course explores various settler societies: New France, New Spain, New England, New Netherlands, Virginia, Pennsylvania, and South Carolina, and their interactions with each other and local Indigenous Nations, to highlight cultural similarities and differences.

Prerequisite(s): 1.0 History course at the 2200 level or above.

Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Syllabus:

Learning Outcomes for Students:

-to improve understanding of the variety of settler empires and Indigenous societies in North America to 1800, and to compare/contrast many of their cultural similarities and differences

- to examine several well-known moments of conflict and other interactions between and among settlers and between settlers and Indigenous peoples in North America to 1800
- to improve oral and written communication skills
- to improve research skills (selecting a topic, research question development, primary source analysis, secondary source evaluation, and building a persuasive evidence-based argument).

Written Assignments:

Book Reviews (2) are due at the beginning of the class in which they will be discussed and cannot be submitted late. They should be 4-5 pages in length.

Response Paper to Readings (1) should cover all material assigned in a specific week, and it is due at the beginning of the class in which that material is to be discussed. For instance, if you are writing a response paper for readings from week 3, turn it in at the beginning of week 3's class. A response paper is a précis/summary of the major themes addressed in the readings and how the articles challenged or complemented each other. It contains more analysis than description of the content. Your voice and opinions should be prominent. It should be 4-5 pages in length. You should AVOID completing this assignment for a week that you have submitted a book review due to the overlapping content.

Short Written Assignment (due beginning of class on week 7): In 5-6 pages, write an answer to one of the following questions:

- (A) Hezekiah Lovegod, a pious (but fictitious) New Englander, was sailing to see fellow Puritan family members in the British West Indies when he was accidentally shipwrecked off the coast of Virginia in the 1640s. What would he think of the place and its various people, and how would he evaluate the society there and its customs? Meanwhile, Jack Buckaneer, an infamous (but also fictitious) pirate, was sailing to Britain when he broken his main mast off Cape Cod and had to winter in Plymouth, Massachusetts for repairs. What would he think of Massachusetts' society in the same decade? Write a letter (as if you were Lovegod or Buckaneer) to a family member in England explaining your experiences and especially your thoughts as a visitor. (Note: Some brief resources will be provided on what New England and Virginia were like in the 1640s for background.)
- (B) Research an Indigenous person of your choice who lived in 17th or 18th century North America (not Pocahontas since we will have talked about her extensively) and who was taken to Europe (i.e. kidnapped or voluntarily). Research their experiences and then write down what they might have told their family about European cities and villages, people, society and culture, If they were able to return to North America. Write down the transcript of that imagined oral testimony (translated into modern English of course). I will offer resources and tips to help find possible subjects. Although this is a (partially) a creative writing assignment, footnotes should be included to cite any secondary or primary sources you used to learn about your real-life subject.

Research Proposal is a 2 to 3 page statement describing your intended research problem, draft research questions, available primary resources and any challenges you are facing as you work on this research topic. It should be submitted with a 1-2 page bibliography of the sources you have examined or intend to examine. This is intended to be an assignment that will assist with the development of your research paper and allow for feedback and suggestions while it is still in development. It is due in class in Week 6.

Oral Presentation on Research-in-Progress will be scheduled in either week 8, 9 or 10 (and possibly week 11). The goal is to present your research questions, tentative research findings (at that point), and your plan of work. This is a presentation on work in progress and so it is not expected that you would have finalized research findings. The length of the oral presentation will depend on the number of students, and yet it is not expected to exceed 15 minutes (10-minute presentation and 5 minutes of questions/answers). If you are not presenting that day, you are expected to ask questions and provide constructive feedback to your peers.

Final Research Paper is due on the last class and should be 10-15 pages. It should be based on your research proposal and oral presentation on research-in-progress. Students are urged to explore a topic that holds special interest for them, either to dig deeper into an issue we considered briefly or to explore a problem we did not study. Subjects should be drawn from North America to 1800 and related to course topics. The professor must approve the topic in the research proposal.

Important Reminders about Course Requirements:

This course is designated an Essay Course (E/F/G) and as such the student must demonstrate competence in essay writing to receive course credit. Consequently, students must submit and pass (before late penalty) all written course assignments in this course to pass the course.

Late book reviews and late response papers will not be accepted under normal circumstances.
(Students may choose to submit a different book review or response paper later in the course.)

Late penalty (5% for first day late, 2% for subsequent days late including weekends) will apply for final research papers, research proposals, and/or short written assignments not submitted on time. No papers will not be accepted after the last day of classes (April 10), unless there is a recommendation from academic counselling for accommodation.

If you are not able to attend your oral presentation on your scheduled day (due to medical/non-medical reasons for which you have received accommodation), you may present later in the schedule (if available spaces remain). If no spaces are available, you may present to the professor in office hours.

ATTENDANCE: Students must attend at least half (7 out of 12) of the class meetings to pass the course, regardless of grades received for other assignments.

Course Materials:

Books Recommended:

Ned Blackhawk, *Violence over the Land: Indians and Empires in the Early American West* (2018).

Lisa Brooks, *Our Beloved Kin: A New History of King Phillip's War* (2019).

Allan Greer, *Mohawk Saint: Catherine Tekakwitha and the Jesuits* (2006).

Daniel K. Richter, *Before the Revolution: America's Ancient Pasts* (2011).

Other readings (articles, primary sources) will be assigned and available through OWL or through the Library's course readings and a link will be provided through the OWL site. In-class exercises are interactive learning opportunities; they are not tests and they do not require any addition preparation, beyond completing the week's assigned readings.

Methods of Evaluation:

Course Grade & Course Requirements:

In-Class Weekly, Frequent, and Informed Participation = 20% (+ must attend more than ½ classes)

*Two (2) Book Reviews—choose 2 from Greer (due Jan 18), Brooks (due Feb 8), and/or Blackhawk (due March 8), 10% each X 2 reviews = 20%

Response Paper to Readings from one week (due at the beginning of that week's class) = 10%

Research Proposal (due week 6, February 15, 2023) = 5%

Short Written Assignment (due week 7, March 1, 2023) = 10%

Oral Presentation on Research-in-Progress (week 8-11 as scheduled—i.e. March 8, 15, 22 or 29) = 10%

Final Research Paper (due April 5, 2023) = 25%

*NOTE: You must write 2 book reviews. You choose which 2 books from these 3 options: Greer (due at the beginning of week 2's class), Brooks (due at the beginning of week 5's class), and/or Blackhawk (due at the beginning of week 8's class).

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Late book reviews and late response papers will not be accepted under normal circumstances. (Students may choose to submit a different book review or response paper later in the course.)

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If you are not able to attend your oral presentation on your scheduled day (due to medical/non-medical reasons for which you have received accommodation), you may present later in the schedule (if available spaces remain). If no spaces are available, you may present to the professor in office hours.

ATTENDANCE: Students must attend at least half (7 out of 12) of the class meetings to pass the course, regardless of grades received for other assignments.

Accommodation for missed tests/midterms:

This course has no tests or midterm examinations.

Course Schedule and Readings:

WEEKLY COURSE TOPICS AND READING SCHEDULE:

January 11, 2023

Week 1: BEFORE 1492

Readings:

Richter, to p.66. (i.e. ch1 “Legacies of Power from Medieval North America” and ch 2 “Legacies of Conquest from Medieval Europe.”)

N. Scott Momaday, “The Becoming of the Native: Man in America before Columbus,” in *America in 1492: The World of the Indian Peoples Before the Arrival of Columbus* (New York, 1991), 13-19.

Ned Blackhawk, “Teaching the Columbian Exchange,” *Organization of American Historians, Magazine of History* (2013) 27:4, Special Issue on Pre-Contact America, 31-34.

In-class exercise: presentation on Indigenous visual culture and (early) European visual culture of Indigenous societies (Theodore de Bry, John White).

January 18, 2023

Week 2: Exploration & Missions in New France and New Spain

Readings:

Allan Greer, *Mohawk Saint: Catherine Tekakwitha and the Jesuits* (2006).

Daniel Murphree, “Promise and Disillusionment in the Shape of a Woman: Conquistadors in Florida and New France, A Comparative Perspective,” *Journal of Early American History* (2017), vol 7, issue 3, pp.203-236.

Richter, chapter 3: “Crusades of the Christ-Bearers to the Americas.”

In-class Exercise: Brief Selections from *The Narrative of Cabeza de Vaca* (1527, modern edition 2003 by University of Nebraska Press, edited by Rolena Adorno and Patrick Charles Pautz), or Professor’s Presentation on Missions.

BOOK REVIEW OF GREER is DUE at the beginning of week 2 class (if you are choosing to review this book).

January 25, 2023

Week 3. Exploration, Conquest, Trade: English and Dutch (New Netherlands)

Readings:

Richter, chapter 4 “Crusades of the Protestants to the New Worlds” and ch5 “Native Americans and the Power of Trade” and chapter 6 “Epidemics, War, and the Remapping of a Continent.” (to p.142)

James Merrell, “The Indians’ New World: The Catawba Experience,” *WMQ* 3rd Ser., Vol 41 No. 4 (Oct 1984), 537-565.

Essays on Dutch-Indigenous interactions – e.g. Claudia Schnurmann on native-European networks and transatlantic trade or Paul Otto’s chapter on Munsees and ‘wampum revolution.’ In *The Worlds of the Seventeenth-Century Hudson Valley*, edited by Jaap Jacobs and L. H. Roper (2014).

Sarah M.S. Pearsall, “The Empty Continent: Cartography, Pedagogy, and Native American History” in *Why You Can’t Teach United States History without American Indians*, edited by Susan Sleeper Smith (2015).

In-class Exercise: Early North American maps as imperial tools and arguments about Empire

February 1, 2023

Week 4: English Settlement: New England and Virginia

Readings:

Richter, ch7 “Searching for Order in New and Old England”, ch8 “Planting Patriarchy in New England and Virginia and ch 9 “Dutch, French, Spanish, and English Counterpoints.”

David J. Silverman, “Indians, Missionaries, and Religious Translation: Creating Wampanoag Christianity in Seventeenth-Century Martha’s Vineyard,” *WMQ* 3rd Ser. Vol 62 Issue 2 (April 2005), 141-174. (optional)

Alden T. Vaughan “Namontack’s Itinerant Life and Mysterious Death’: Sources and Speculations,” *VMHB* 126 no 2 (128), 171-209. (optional)

Salisbury, Neal. “Treacherous Waters: Tisquantum, the Red Atlantic, and the Beginning of Plymouth Colony,” *Early American Literature* (2021) Vol. 56 Issue 1.

Severson, Andrea. “Taming Pocahontas,” *History Today* July 2018 Vol 68 Issue 7, pp.24-35.

In-Class Exercise: Professor's Presentation on Squanto, Don Luis, Pocahontas: Kidnapped or Intercultural Intermediaries, accompanied by primary source analysis.

February 8, 2023

Week 5: Late 17th Century Imperial and Settler-Indigenous Conflicts

Readings:

Lisa Brooks, *Our Beloved Kin: A New History of King Phillip's War* (2019)

Richter, chapter 10 "Monarchical Power Reborn" and chapter 11 "Planters Besieged". [These chapters consider nearly simultaneous uprisings of Bacon's Rebellion (Virginia) and Pueblo Revolt (New Spain).]

In-Class Exercise: Examining English primary sources on King Philip's War; Professor Presentation on Two Other Indigenous-Settler Conflicts in Late 17th Century: Pueblo Revolt (New Spain) & Bacon's Rebellion (Virginia)

BOOK REVIEW of Brooks is DUE at the beginning of week 5 class (if you are choosing to review this book).

February 15, 2023

Week 6: Other Models of English Empire: Pennsylvania and South Carolina, 1680-1750

Readings:

Richter, ch12 "Revolution, War, and a New Transatlantic Order" on Glorious Revolution (1688), ch13 "Producing and Consuming in an Atlantic Empire" and ch14 "People in Motion: Enslaved and Free."

Timothy P. Grady, "To 'Vomit his Fury and Malice': English Fears and Spanish Influences on the Exploration and Establishment of Carolina through 1670" *Proceedings of the South Carolina Historical Association* (2010), pp.31-42.

Sally Schwartz, "William Penn and Toleration: Foundations of Colonial Pennsylvania," *Pennsylvania History* (Fall 1983) Vol 50 Issue 4, 284-312.

Jon Parmenter, "Rethinking 'William Penn's Treaty with the Indians: Benjamin West, Thomas Penn, and the Legacy of Native-Newcomer Relations in Colonial Pennsylvania,'" *Proteus* (2002) Vol 19, Issue 1, pp.38-44.

Paul Douglas Newman, "The 'Four Nations of Indians Upon the Susquehanna': Mid-Atlantic Murder, Diplomacy, and Political Identity, 1717-1723," *Pennsylvania History* (Summer 2021) Vol 88 Issue 3, pp.287-318.

In-Class Exercise: Professor's presentation on "Toleration and Intolerance in the Mid-Atlantic Region"

RESEARCH PROPOSAL DUE at beginning of class Week 6.

IN-CLASS SCHEDULING: We will also schedule in class today (February 15) everyone's student oral presentation for weeks 8-11. See the maximum number of students who can present each day below. Come to class ready to volunteer for a particular class (first/second/third choice). I cannot guarantee that everyone will get their first choice, but I will do my best to be fair. Those who do not attend class this day are unlikely to get their top choice.

READING WEEK: FEBRUARY 18-26 (It begins 6 p.m. Friday prior to the third Monday in February and ends at 11:59 p.m. on the subsequent Sunday.)

March 1, 2023

Week 7: Slavery & New World Empires: Indigenous and African Slavery, 1660-1750

Brett Rushforth, "'A Little Flesh We Offer You': The Origins of Indian Slavery in New France," *WMQ* 3rd Ser. Vol 60 Issue 4 (Oct 2003).

Edward Mair, "Slaves and Indians," *History Today* (Feb 2020) Vol 70 Issue 2 pp.58-69.

Wendy Warren, *New England Bound: Slavery and Colonization in Early America* (chapter 5 "Intimate Slavery" and chapter 6 "Law of the Land")

Philip D. Morgan, "Work and Culture: The Task System and the World of Lowcountry Blacks, 1700-1880," *WMQ* (1982).

Annette Gordon-Reed, "America's Original Sin: Slavery and the Legacy of White Supremacy," *Foreign Affairs* (Jan/Feb 2018) Vol. 97, Issue 1.

Antonio T. Bly, "'Indubitable Signs: Reading Silence as Text in New England Runaway Slave Advertisements,'" *Slavery and Abolition* (April 2021) Volume 42 Issue 2, pp. 240-268.

In-Class Exercise: Runaway Slave Advertisements

SHORT WRITTEN ASSIGNMENT IS DUE AT THE BEGINNING OF WEEK 7 CLASS.

March 8, 2023

Week 8: The West

Ned Blackhawk, *Violence over the Land: Indians and Empires in the Early American West* (2018).

Student Oral Presentations: Up to 2 students may choose to present on their Research Papers in Progress.

BOOK REVIEW of Blackhawk is DUE at the beginning of week 8 class (if you are choosing to review this book).

March 15, 2023

Week 9—Student Oral Presentations on their Research Papers in Progress. (Up to 8 students)

There are no assigned readings for week 9 & 10. Students will be reading materials for their own research papers.

March 22, 2023

Week 10—Student Oral Presentations on their Research Papers In Progress. If necessary due to the number of enrolled students, some students could present in week 10. (Up to 8 students)

March 29, 2023

Week 11: Seven Years' War

Richter, Ch15 "Contending for a Continent" and Ch 16 "Gloomy and Dark Days".

Christian Ayne Crouch, *Nobility Lost: French and Canadian Martial Cultures, Indians, and the End of New France* (2014), chapter 1 & 2.

D. P. MacLeod, "Microbes and muskets: Smallpox and the participation of Amerindian allies of New France in the Seven Years War." *Ethnohistory* Winter 1992 Vol 39 Issue 1 pp.42-65.

Student Oral Presentations. Up to 2 students will present on their Research Papers In Progress.

April 5, 2023

Week 12: American Revolution

D.H. Robinson, *The Idea of Europe and the Origins of the American Revolution* (2020), chapter 10 “Arbitress of the Universe: Empires, Futures, and Revolutionary Geopolitics,” pp. 337-378.

Woody Holton, “Rebel Against Rebel: Enslaved Virginians and the Coming of the American Revolution,” *Virginia Magazine of History and Biography* (1997) Vol. 105 Issue 2.

James D. Rice, “Recentering Indian Women in the American Revolution,” in *Why You Can’t Teach United States History without American Indians*, edited by Susan Sleeper-Smith and Juliana Barr (Chapel Hill, 2015).

Christopher L. Brown, “Empire Without Slaves: British Concepts of Emancipation in the Age of the American Revolution,” *William and Mary Quarterly* 3rd Ser., (1999), Vol 56 Issue 2, pp. 273- . 34 pp. (read Brown or Ritter)

Luke Ritter, “The American Revolution on the Periphery of Empires: Don Bernardo de Gálvez and the Spanish-American Alliance, 1763-1783,” *Journal of Early American History* (2017), Vol 17 Issue 2, 177-201. (read Ritter or Brown)

In-Class Exercise: primary sources on “The American Revolution’s Diverse Cast of Characters”

FINAL RESEARCH PAPER IS DUE on April 5, 2023.

Other dates: Note that classes end on April 10. April 11 & 12 are Study Days. The Final examination period is April 13-30. This course does not have a final examination.

Additional Statements:

Please review the Department of History Course Must-Knows document, <https://www.history.uwo.ca/undergraduate/Docs/Department%20of%20History%20Course%20Must-Knows.pdf>, for additional information regarding:

- Academic Offences
- Accessibility Options
- Medical Issues
- Plagiarism
- Scholastic Offences
- Copyright
- Health and Wellness