

History 4318G
Clashing Empires in North America to 1800

2023-24 | Winter 2024

Instructor: **Prof. Nancy Rhoden, Associate Professor**

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This is a **draft** syllabus. Please see the course site on OWL for a final version.

Course Description

Official 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.

Invitation to the Course:

Explore the history of early North America in this course that upends traditional narratives of settler progress toward nationhood. Expand your understanding of the variety of Indigenous peoples and cultures from 1600-1800. Consider how Indigenous peoples both accommodated and resisted European settlers, and how European settlement impacted Indigenous societies. Become better acquainted with the variety of experiments of rival European empires, including the Spanish, French, Dutch, and English. Consider how even English colonies differed tremendously from one another. Immerse yourself in a world where imported European cultures and Indigenous cultures clashed. Understand multiple points of view. Reconsider previous assumptions.

This course provides flexibility in the selection of assignments and encourages students to study topics that particularly interest them. Follow up on something exciting from discussion or readings and craft your own research question and topic. Support will be provided to refine your research topic and objectives.

Previous background in the history of early America is not needed to be successful in this course. If you are considering taking this course and have any questions, please do not hesitate to email the professor.

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

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).

Students should come to class, having read the weekly reading assignment, prepared to participate fully in discussion. Regular attendance is necessary for participation grades, but so is thoughtful conversation on the weekly topic and readings. This course has several small assignments, and so students should read the syllabus carefully and be familiar with all due dates. Students have some choice, as outlined below, in what assignments they choose to submit. With such flexibility comes responsibility. Plan carefully so that you can make selections based on what interests you the most. It is not always advisable to select the last possible option. It is expected that everyone should consult with the professor about their research paper more than once. Feel free to ask lots of questions.

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

Methods of Evaluation

Class Participation. Regular, frequent, and informed class participation is expected every week. Students must attend more than half of the classes to pass the course. Students should read the assigned weekly readings before class each week, and prepare

statements on the author's main arguments, and consider their opinions on the readings so they can contribute their perspectives in class. Weight: 10%.

TWO (2) Book Reviews 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. See OWL site for tips on book reviews. Two book reviews are required, but if you choose to write a third book review, the top two grades will be used. You may choose 2 from the following 4 books that will be read in this class: Blackhawk, Brooks, Greer, Richter. Weight: 20% (2 reviews at 10% each).

ONE (1) Response Paper to Readings 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. Weight: 10%.

Short Written Assignment (due beginning of class on week 7). Length: 5-6 pages. There will be a mini-lecture in class on New England and Chesapeake societies which will provide some necessary background for Option A, and your reading of Richter, *Before The Revolution* (chapters 7 and 8) will be particularly helpful. Write an answer to either (A) or (B). Note that both (A) and (B) also have interior choices. This is intended as a creative (and hopefully fun) task to demonstrate your understanding of different perspectives and worldviews of people living then, as well as their likely challenges and imagined experiences. While it may look like a creative writing exercise, and certainly bears some resemblance to one, it will be graded mainly for its historical content and historical understanding. Weight: 10%.

- (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 either Lovegod or Buckaneer) to a family member at home or 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. Weight: 5%.

Oral Presentation on Research-in-Progress will be scheduled in either week 9, 10 or 11. Come to class on February 7, 2024 (having already checked out deadlines in other courses) ready to volunteer for specific dates. 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 plus up to 10 minutes for questions/answers. (This length may need to be adjusted slightly depending on the class enrollment.) If you are not presenting that day, you are expected to ask questions and provide constructive feedback to your peers. Weight: 10%.

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. Consultation with the professor as you research your topic is strongly encouraged. Drafts could be submitted for feedback, but only if received at least 14 days before the final due date, to allow time for them to be read and for you to have enough time to respond to any suggestions. Weight: 25%.

Table of Required Assignments

Assignment Name	Weight of Each Assignment	Due Dates
Informed. Frequent Participation in Class	20%	weekly + must attend at least 7 out of 12 classes
Two Book Reviews	20% (2 reviews at 10% each)	Due at the beginning of class on the day the books are scheduled to be discussed (i.e. on 2 of the following dates: Greer: Jan 17, 2024 Brooks: Feb 7, 2024 Blackhawk: Mar 6, 2024 Richter: Mar 13, 2024
Response Paper to Readings from One Week	10%	Due at beginning of class on the day the student elects to submit.
Research Proposal	5%	Week 6 – February 14, 2024
Short Written Assignment	10%	Week 7 – February 28, 2024
Oral Presentation on Research-In-Progress	10%	Weeks 9, 10 or 11 (March 13, 20, or 27) as scheduled in advance with students.
Final Research Paper	25%	Last Class. April, 3, 2024

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 simply choose to submit a different book review or response paper later in the course. Or if you feel there are reasons for accommodation, consult with Academic Counselling; if they recommend accommodation given your medical, non-medical, or compassionate circumstances, I am happy to take their advice.

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 be accepted after the last day of classes (April 8, 2024), 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) 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 more than half (at least 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.

Note that “In-class exercises” (in Course Schedule/Readings below) are interactive in-class learning opportunities (like reading a primary document together); they are not tests/assessments, and they do not require any preparation.

Course Materials

Books Recommended:

Ned Blackhawk, *Violence over the Land: Indians and Empires in the Early American West* (2008).

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).

Electronic Course Reserves for 24/7 Access to Reading Materials:

The books above will be available from the Western Bookstore, and an electronic copy (if available) will be placed on library course reserves. Other articles (see weekly readings below) will be available through the Library's electronic course readings. Go to www.lib.uwo.ca, look under “Find” and click on “course readings” and then you will be prompted for your Western username and password, and then taken to a list of course readings that you can access. Then click on our class Hist 4318G. The readings are arranged by the week of the course (i.e. readings for week 1 are at the top). Click on each reading for electronic access to the material. In-class exercises are interactive learning

opportunities; they are not tests and they do not require any additional preparation, beyond completing the week's assigned readings.

Course Schedule and Readings

WEEKLY COURSE TOPICS AND READING SCHEDULE:

January 10, 2024

Week 1: BEFORE 1492

Readings:

Richter, *Before The Revolution* (2011) 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.

Note: If you think you'd like to write a review of Greer for next week, start reading it this week.

In-Class Exercise: Primary Source Analysis. (You do not need to prepare for this. In-class exercises are for learning and discussion purposes; they are not a test.)

January 17, 2024

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. (optional)

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

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

January 24, 2024

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).

Adam Jortner, “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

January 31, 2024

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.

February 7, 2024

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).] Chapter 11 is optional.

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

IN-CLASS SCHEDULING: We will also schedule in class today (February 7) 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.

February 14, 2024**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. (optional)

Sally Schwartz, “William Penn and Toleration: Foundations of Colonial Pennsylvania,” *Pennsylvania History* (Fall 1983) Vol 50 Issue 4, 284-312. (You may choose to read either Schwartz or Parmenter.)

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. (You may choose to read either Schwartz or Parmenter.)

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.

RESEARCH PROPOSAL DUE at beginning of class Week 6.

READING WEEK: FEBRUARY 17-25, 2024 (It begins 6 p.m. Friday prior to the third Monday in February and ends at 11:59 p.m. on the subsequent Sunday.)

February 28, 2024**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). (optional)

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

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). (optional)

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 6, 2024

Week 8: The West

Ned Blackhawk, *Violence over the Land: Indians and Empires in the Early American West* (2008).

Student Oral Presentations: (Up to 4 students may choose to present on their Research Papers in Progress this week.)

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

March 13, 2024

Week 9—Student Oral Presentations on their Research Papers in Progress. Up to 4 students.

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

Note: Richter Book Review is due no later than March 13, 2024 if you select that title for a book review. You may submit it earlier so you have more time for your final paper.

March 20, 2024

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 4 students.

March 27, 2024

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 4 students + any student who was ill may present on their Research Papers-In- Progress.

April 3, 2024

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. (Read Holton or Pearsall.)

Sarah M. S. Pearsall, “Recentring 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). (Read Holton or Pearsall.)

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)

FINAL RESEARCH PAPER IS DUE on April 3, 2024.

Other dates: Note that classes end on April 8. April 9 & 10 are Study Days. The Final examination period is April 11-30.

This course does **not** have a final examination.

Additional Statements

Communication policies: *The best way to reach me is by email or by coming to my office during office hours. If you have a conflict with my office hours, let me know and we can schedule an appointment at a different time. Office Hours are times set aside to talk with students about the class, to answer questions, and to provide individual guidance on any essays or assignments you are working on. My office is in the Main History Department Office (Lawson 2201). I will do my very best to reply to your email in a timely manner, but please realize that I have a lot of meetings and other responsibilities due to an administrative role and my work hours may not match yours.*

Classroom behavior: *I expect courteous, respectable, and attentive behaviour in class. You may use technology in the classroom (e.g. laptops) if that truly assists your learning (e.g. notetaking). You should avoid use of technology that distracts you or could distract those around you from our learning objectives.*

Use of generative AI tools: Students must obtain permission from me before using generative AI tools like ChatGPT for any assignments in this course. Using these tools without my permission puts your academic integrity at risk.

Students are strongly encouraged to read the plagiarism policies and policies on accommodations included in the link below.

Please review the Department of History's shared policies and statements for all undergraduate courses at:

https://history.uwo.ca/undergraduate/program_module_information/policies.html for important information regarding accessibility options, make-up exams, medical accommodations, health and wellness, academic integrity, plagiarism, and more.

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