

## Colonial North America

HIST 3003 • Spring 2024 • MWF 12:00 to 12:50 in PY 102

**PROFESSOR:** Dr. Mary Draper  
**E-MAIL:** mary.draper@msutexas.edu  
**OFFICE:** O'Donohoe 233  
**OFFICE HOURS:** MWF – 10am to 11am  
MW – 2pm to 3pm

### Course Description

Colonization transformed North America. As some populations struggled to survive, others thrived. Landscapes that had been lush with forests became productive fields. Decade after decade, imperial powers made war and peace. This course explores the complex and turbulent world of colonial North America from the arrival of Christopher Columbus to the Seven Years' War (c. 1490s to 1760s). We will survey how various peoples—European colonists, indigenous peoples, and enslaved Africans—coped with, adapted to, and shaped North America's changing environmental, cultural, and geopolitical landscapes. While our primary focus will be on the British colonies, we will also explore those of the French, Spanish, and Dutch. Students will leave with the understanding that no place on this vast continent existed in isolation. Rather, colonization forever changed the region's peoples, environments, and cultures.

### Course Objectives

By engaging with course materials and completing assignments, you should be able to:

- Analyze major historical developments in the history of the colonial North America from the end of the fifteenth century until late eighteenth century;
- Consider how events shaped the lives of various populations and vice versa;
- Interpret a wide range of sources (both secondary and primary) that creatively engage with archive of colonial American history;
- Be able to critique methodologies of historians;
- Write thoughtful, well-supported papers on the history of colonial America;
- Recognize the legacy of colonial America in the shaping of today's world

### Readings

You will be reading five books this semester, one of which will serve as a textbook. All but one of these books is available as a free e-book through Moffett library.

- Alan Taylor, *American Colonies: The Settling of North America* (Penguin, 2001)
  - Moffett E-Book: <https://msutexas.on.worldcat.org/oclc/793256646>
  - *This will be our textbook. It begins with a survey of Ancient America and then chronicles with efforts of colonizers as well as resistance by Native Americans. It also provides useful overviews of each of the regions of colonial America.*
- Camilla Townsend, *Pocahontas and the Powhatan Dilemma* (Hill and Wang, 2004)
  - This is the only book not available as an e-book through Moffett.

- *Part biography of Pocahontas and part study of early Virginia, this book chronicles the relationship between English colonists and Indigenous peoples in Jamestown*
- John Demos, *Unredeemed Captive: A Family Story from Early America* (Vintage, 1994)
  - Moffett E-Book: <https://msutexas.on.worldcat.org/oclc/775606759>
  - *In 1704, a young woman named Eunice was taken captive by Mohawk Indians. This book reconstructs her story, exploring how colonization and war shaped life and death in New England.*
- Jill Lepore, *New York Burning: Liberty, Slavery, and Conspiracy in Eighteenth-Century Manhattan* (Vintage, 2006)
  - Moffett E-Book: <https://msutexas.on.worldcat.org/oclc/841413319>
  - *Chronicles an alleged conspiracy among enslaved people to destroy New York City in 1741.*
- Colin G. Calloway, *Scratch of a Pen: 1763 and the Transformation of North America* (Oxford, 2006)\
  - Moffet E-Book: <https://msutexas.on.worldcat.org/oclc/71826208>
  - *Examines how 1763—the year that marked the end of the Seven Years' War—shaped the history of North America*

### Assignments and Grading

Your grade for this course is based on the following percentages:

Discussion and Participation: 10%	Midterm: 15%
Book Response papers (3): 30%	Final Exam: 15%
Primary Source Analyses (6): 30%	

**Grading Scale:** A = 100-90; B = 89-80; C = 79-70; D = 69-60, F = 59 and below

### Assignments

Please note that all papers and assignments will due online to D2L. I might return them via D2L or I might print out these assignments and return them with handwritten feedback.

- **Discussion and Participation (10%):** To succeed in this class, you need to participate. Come prepared to talk about the readings. Most of our classes will be discussion-based. You will find discussion questions posted on D2L to help you prepare for class. I encourage you to look at these before your begin your reading, so that you can focus your note-taking. If you have perfect attendance but never speak, your discussion grade cannot be higher than a C. Likewise, if you do not attend class, your discussion grade will suffer. Attendance will be taken at the beginning of class. If you miss four or more times, in addition to earning a zero for your discussion grade, your final grade will be penalized two percentage points for each additional class you miss.
- **Book Response Papers (30%):** You will write **three** three-to-four page response papers relating to the first three assigned books. Questions will be posted on D2L. Response

papers are due the day we discuss the book in class, though they can be submitted early. The dates are as follows: Friday, February 2; Friday, March 1; or Monday, April 1.

- **Primary Source Analyses (30%):** You will write **six** one-to-two pages analyses of assigned primary sources. These are due on the Sunday after the primary source has been assigned in class (i.e. if a source is assigned for Monday, you may submit your analysis six days later by Sunday). You must write three before your midterm and three after your midterm. You're welcome to use the posted discussion questions as a basis for your analysis.
- **Two Take-Home Exams (30%):** You will have two take-home exams in this class: a midterm and a final. They will be open-book and open-note, and I will expect you cite from assigned readings in the course.

**ACCOMMODATIONS:** In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. Students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. For more details, please go to [Disability Support Services](#).

**ACADEMIC MISCONDUCT POLICY:** *“As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so.”* Academic misconduct—cheating, collusion, plagiarism, etc.—will not be tolerated and will receive an F. For example, “cutting and pasting” from any internet source or poorly paraphrasing (i.e. changing a few words with the synonym function) without citing that source is plagiarism. It is unacceptable. Moreover, using AI to generate text and claiming it as your own is also plagiarism.

**DROP DATE:** Last Day to drop with a grade of “W” April 24, 2024. It is the student’s responsibility to visit with their academic advisor prior to withdrawing from a class.

**COMPUTER REQUIREMENTS:** This class uses D2L. You will find readings, take reading quizzes, submit papers, and livestream class through D2L. It is your responsibility to have (or have access to) a working computer in this class. Computers are available on campus in various areas of the buildings.

**NOTICE:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor. Should we transition to remote learning, for example, the syllabus will likely change. Look on D2L for any relevant announcements.

*E-mail me ([mary.draper@msutexas.edu](mailto:mary.draper@msutexas.edu)) or visit me during office hours if you have any questions.*

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HIST 4933 COURSE SCHEDULE	
<b>Vast Early America</b>	
<b>WEEK 1</b> Jan. 17 Jan. 19	<p><b>W: Who? What? Where?</b>  <u>READING FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> <li>• HIST 44933 Syllabus and Course Schedule</li> <li>Karin Wulf, “Vast Early America,” <i>Humanities</i>, Winter 2019, Vol. 40, No. 1.  <a href="https://www.neh.gov/article/vast-early-america">https://www.neh.gov/article/vast-early-america</a> (PDF on D2L)</li> </ul> <p><u>ASSIGNMENTS FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the following questions:</b> <ul style="list-style-type: none"> <li>○ Who is part of the history of colonial America? What does that history entail? Where is colonial America?</li> </ul> </li> </ul> <p><b>F: Ancient America</b>  <u>READING FOR FRIDAY:</u></p> <ul style="list-style-type: none"> <li>• Ch. 1 “Natives, 1300 B.C. – A.D. 1492” in Taylor, <i>American Colonies</i>, pgs. 3-22</li> <li>• Spend time exploring this website: <a href="https://tenochtitlan.thomaskole.nl/">https://tenochtitlan.thomaskole.nl/</a></li> </ul> <p><u>ASSINGMENTS FOR FRIDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the following questions:</b> <ul style="list-style-type: none"> <li>○ Who is part of the history of colonial America? What does that history entail? Where is colonial America?</li> <li>○ What stands out about Tenochtitlan?</li> </ul> </li> </ul> <p><u>IN CLASS</u></p> <ul style="list-style-type: none"> <li>• Discussion of Ancient America</li> </ul> <p>**Begin reading Townsend’s <i>Pocahontas and the Powhatan Dilemma</i>. It is due during Week 3.**</p>
<b>Fits &amp; Starts: Imperial Beginnings across the Atlantic World</b>	
<b>WEEK 2</b> Jan. 22 Jan. 24 Jan. 26	<p><b>M: Enter Columbus</b>  <u>READING DUE MONDAY:</u></p> <ul style="list-style-type: none"> <li>• Ch. 2 “Colonizers, 1400-1800” in Taylor, <i>American Colonies</i>, pgs. 23-50</li> <li>• Excerpts from Christopher Columbus’s Journal (accessible via Fordham University’s Medieval Sourcebook): <a href="https://sourcebooks.fordham.edu/source/columbus1.asp">https://sourcebooks.fordham.edu/source/columbus1.asp</a></li> </ul>

	<p><u>ASSIGNMENTS DUE MONDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the following questions:</b> <ul style="list-style-type: none"> <li>○ Describe North America prior to the arrival of Columbus. What stands out about the cultures and societies that lived on this continent before/around 1492?</li> <li>○ What stands out about Columbus’s journal? Does anything surprise you about it?</li> </ul> </li> </ul> <p><b>W: The Growth of the Spanish Empire and its Competition</b></p> <p><u>READING DUE WEDNESDAY:</u></p> <ul style="list-style-type: none"> <li>• Ch. 3 “New Spain, 1500-1600” in Taylor’s <i>American Colonies</i>, pgs. 50-66</li> <li>• Ch. 5 “Canada and Iroquoia, 1500-1660” in Taylor’s <i>American Colonies</i>, pgs. 91-113</li> <li>• Chs. 3-11 (~7 pages) from Cabeza de Vaca’s <i>Adventures in the Unknown Interior of America</i>: <a href="https://www.ibiblio.org/eldritch/cdv/rel.htm#c6">https://www.ibiblio.org/eldritch/cdv/rel.htm#c6</a></li> </ul> <p><u>ASSIGNMENTS DUE WEDNESDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the following questions:</b> <ul style="list-style-type: none"> <li>○ How does Cabeza de Vaca’s narrative compare to Columbus’s account? How do these two men differ (or mirror one another) in their portrayal of Native Americans?</li> </ul> </li> </ul> <p><b>F: Enter the English</b></p> <p><u>READING DUE FRIDAY:</u></p> <ul style="list-style-type: none"> <li>• Ch. 6: “Virginia, 1570-1650” in Taylor’s <i>American Colonies</i>, pgs. 117-137</li> <li>• Explore <a href="http://www.virtualjamestown.org/images/white_debry_html/jamestown.html">http://www.virtualjamestown.org/images/white_debry_html/jamestown.html</a></li> <li>• Primary Sources from the Roanoke Colony (PDF on D2L)</li> </ul> <p><u>ASSIGNMENTS DUE FRIDAY:</u></p> <ul style="list-style-type: none"> <li>• Choose one image from the above link and spend some time analyzing it. What stands out about it? What details did John White capture? What does that image reveal about Native American life in the region the colonists called Virginia?</li> <li>• <b>Come prepared to discuss the following questions:</b> <ul style="list-style-type: none"> <li>○ What do the primary sources tell us about the Roanoke colony? What seems to have happened to the colony?</li> </ul> </li> </ul> <p>** Continue reading Townsend’s <i>Pocahontas and the Powhatan Dilemma</i>. It is due next week.**</p> <p><b>Submit Primary Source Analysis by Sunday (Opportunity 1 of 4)</b></p>
<p><b>WEEK 3</b>  Jan. 29  Jan. 31  Feb. 2</p>	<p><b>The Chesapeake</b></p> <p>**Discussion of <i>Pocahontas &amp; the Powhatan Dilemma</i> on Monday &amp; Friday**</p> <p><b>M: Pocahontas &amp; the Powhatan Dilemma (Part I): Jamestown &amp; the Starving Time</b></p> <p><u>READING DUE MONDAY:</u></p> <ul style="list-style-type: none"> <li>• Townsend, <i>Pocahontas and the Powhatan Dilemma</i>, Preface-84</li> <li>• Evidence of Cannibalism in Early Virginia (PDF on D2L)</li> </ul> <p><u>ASSIGNMENTS DUE MONDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the following questions:</b></li> </ul>

- Anything you surprise you about the culture of Powhatan and his people?
  - What did the Algonquian-speaking people of the Eastern Woodlands know about the English (or Europeans more generally) prior to the settlement of Jamestown?
  - How would you describe their society? What and who did it revolve around?
- What did the English know about the peoples of the Eastern Woodlands?
- What did the English think would make themselves successful? What/who did they think they needed?
  - How did English justify colonization?
- Let's talk about John Smith. Who is he? What does he think about Virginia? How does he view Indigenous women?
- How would you describe early interactions between colonists and natives?
- Write a response paper to one of these questions, should you so choose.

**W: Problems in the New World**

READING DUE WEDNESDAY:

- Recommendations for Wives (PDF on D2L)

ASSIGNMENTS DUE WEDNESDAY:

- **Come prepared to discuss the following questions:**
  - What do the recommendations reveal about colonists' visions for the Jamestown colony?
  - What do they reveal about gender expectations in the early seventeenth century?
- Write a response paper to one of these questions, should you so choose.

**F: Pocahontas & the Powhatan Dilemma (Part II): Tsenacomoco**

READING DUE FRIDAY:

- Townsend, *Pocahontas and the Powhatan Dilemma*, 84-end
- Letter from John Rolfe (PDF on D2L)

ASSIGNMENTS DUE FRIDAY:

- **Come prepared to discuss the following questions:**
  - Think about the following questions, which are posed in the book's introduction: "What does the myth of Pocahontas keep hidden? And if the real woman could speak, what might she tell us about our country's inception?" (x)
- **Submit Book Response to D2L.**

\*\* Begin reading Demos's *The Unredeemed Captive*. It is due during Week 7.\*\*

**New England**

**WEEK 4**

Feb. 5

Feb. 7

Feb. 9

**M: Puritans & Pilgrims**

READING FOR MONDAY:

- Ch. 8 "New England, 1600-1700" in Taylor, *American Colonies*, 158-186
- Primary Sources from Early New England (PDF on D2L)

ASSIGNMENTS FOR MONDAY:

	<ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the following questions:</b> <ul style="list-style-type: none"> <li>○ How does New England seem to differ from Virginia?</li> <li>○ What do these primary source reveal about life in early New England?</li> </ul> </li> </ul> <p><b>W: The 1630s</b>  <u>READING FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> <li>• Ch. 9 “Puritans and Indians, 1600-1700” in Taylor, <i>American Colonies</i>, 187-203</li> <li>• Accounts of the Pequot War (PDF on D2L)</li> </ul> <p><u>ASSIGNMENTS FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the following questions:</b> <ul style="list-style-type: none"> <li>○ How does New England seem to differ from Virginia? How is it the same?</li> <li>○ What do these primary source reveal about the Pequot War and relations between Native Americans and English colonists?</li> </ul> </li> </ul> <p><b>F: The Middle Colonies</b>  <u>READING DUE FRIDAY:</u></p> <ul style="list-style-type: none"> <li>• Ch. 12 “The Middle Colonies, 1600-1700” in Taylor, <i>American Colonies</i>, 245-272</li> <li>• Primary Source from the Middle Colonies (PDF on D2L)</li> </ul> <p><u>ASSIGNMENTS DUE FRIDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the following questions:</b> <ul style="list-style-type: none"> <li>○ What stands out about the New England colonies?</li> <li>○ What do the primary sources reveal about this region?</li> </ul> </li> </ul> <p><b>Submit Primary Source Analysis by Sunday (Opportunity 2 of 4)</b></p> <p>** Continue reading Demos’s <i>The Unredeemed Captive</i>. It is due during Week 7.**</p>
<b>Plantation America</b>	
<p><b>WEEK 5</b>  Feb. 12  Feb. 14  Feb. 16</p>	<p><b>M: The Early Caribbean</b>  <u>READING FOR MONDAY:</u></p> <ul style="list-style-type: none"> <li>• Ch. 10 “The West Indies, 1600-1700” in Taylor, <i>American Colonies</i>, 204-221</li> <li>• Primary Sources from the Early Caribbean (PDF on D2L)</li> </ul> <p><u>ASSIGNMENTS FOR MONDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L.</b> <ul style="list-style-type: none"> <li>○ What stands out about the Caribbean colonies?</li> <li>○ What do the primary sources reveal about this region?</li> </ul> </li> </ul> <p><b>W: South Carolina</b>  <u>READING FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> <li>• Ch. 11 “Carolina, 1670-1760) in Taylor, <i>American Colonies</i>, 222-244</li> <li>• Primary Sources from the Carolinas (PDF on D2L)</li> </ul>

	<p><b>F: Plantation Slavery</b>  <u>ASSIGNMENTS FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> <li>• Trans-Atlantic Slave Trade Database: <a href="https://www.slavevoyages.org/voyage/database">https://www.slavevoyages.org/voyage/database</a></li> <li>• <b>Come prepared to discuss the following:</b> <ul style="list-style-type: none"> <li>○ Using the drop-down menus at the top of the Trans-Atlantic Slave Trade Database, create a search that produces results that you find interesting. Describe the search you created and why the results seem important.</li> </ul> </li> </ul> <p><b>Submit Primary Source Analysis by Sunday (Opportunity 3 of 4)</b></p> <p>** Continue reading Demos’s <i>The Unredeemed Captive</i>. It is due during Week 7.**</p>
<p><b>Crises across North America</b></p>	
<p><b>WEEK 6</b>  Feb. 19  Feb. 21  Feb. 23</p>	<p><i>For the next two weeks, we’ll be discussing specific events in colonial America that occurred between the 1670s and 1700s. Think through what these events reveal about these decades. Why did these events happen when they did? What do they reveal about the desires of colonists, Native Americans, enslaved Africans, and imperial officials?</i></p> <p><b>M: Bacon’s Rebellion (Virginia, 1675)</b>  <u>READING FOR MONDAY:</u></p> <ul style="list-style-type: none"> <li>• Ch. 7 “Chesapeake Colonies” in Taylor’s <i>American Colonies</i>, pgs. 138-157</li> <li>• Primary Sources linked on D2L</li> </ul> <p><u>ASSIGNMENTS FOR MONDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L.</b></li> </ul> <p><b>W: King Phillip’s War (New England, 1675-1676)</b>  <u>READING FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> <li>• Ch. 4 (pgs. 107-43) in <i>Laboring Women</i></li> <li>• Primary Sources linked on D2L, including excerpts from Mary Rowlandson</li> </ul> <p><u>ASSIGNMENTS FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L.</b></li> </ul> <p><b>F: The Pueblo Revolt (New Mexico, 1680)</b>  <u>READING FOR FRIDAY:</u></p> <ul style="list-style-type: none"> <li>• Ch. 4 “The Spanish Frontier, 1530-1700” in Taylor’s <i>American Colonies</i>, pgs. 67-90</li> <li>• Primary Sources linked on D2L</li> </ul> <p><u>ASSIGNMENTS FOR FRIDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L.</b></li> </ul> <p><b>Submit Primary Source Analysis by Sunday (Opportunity 4 of 4)</b></p> <p>** Continue reading Demos’s <i>The Unredeemed Captive</i>. It is due next week.**</p>



	<b>Crises across North America</b>
<b>WEEK 7</b> Feb. 26 Feb. 28 Mar. 1	<p><i>This week, we'll continue to discuss specific events in colonial America that occurred between the 1670s and 1700s. Think through what these events reveal about these decades. Why did these events happen when they did? What do they reveal about the desires of colonists, Native Americans, enslaved Africans, and imperial officials?</i></p> <p><b>M: Salem Witch Trials (Massachusetts, 1692)</b>  <u>READING FOR MONDAY:</u></p> <ul style="list-style-type: none"> <li>• Primary sources from <a href="https://saalem.lib.virginia.edu/home.html">https://saalem.lib.virginia.edu/home.html</a></li> </ul> <p><u>ASSIGNMENTS FOR MONDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L.</b></li> </ul> <p><b>W: Barbados Slave Conspiracies</b>  <u>READING FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> <li>• Primary Sources linked on D2L</li> </ul> <p><u>ASSIGNMENTS FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L.</b></li> </ul> <p><b>F: Discussion of the <i>Unredeemed Captive</i></b>  <u>READING FOR FRIDAY:</u></p> <ul style="list-style-type: none"> <li>• Demos's <i>The Unredeemed Captive</i></li> </ul> <p><u>ASSIGNMENTS FOR FRIDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L.</b></li> <li>• <b>Submit Book Response to D2L.</b></li> </ul> <p><i>I will pass out your midterm on Friday. It will be due next Friday with a possible extension through Sunday.</i></p>
	<b>Worlds of Goods and People</b>
<b>WEEK 8</b> Mar. 4 Mar. 6 Mar. 8	<p><i>Work on your midterm.</i></p> <p><b>M: Trip to Special Collections</b>  <u>READING FOR MONDAY:</u></p> <ul style="list-style-type: none"> <li>• Ch. 14 "The Atlantic, 1700-80" in Taylor, <i>American Colonies</i>, pgs. 301-337</li> </ul> <p><b>W: TBD</b></p> <p><b>F: TBD</b></p>
	<b>Spring Break</b>
<b>WEEK 9</b>	Enjoy the break! Begin reading Lepore's <i>New York Burning</i>

	<b>Controlling People, Challenging Empire</b>
<b>WEEK 10</b> Mar. 18 Mar. 20 Mar. 22	<p><i>The next few weeks, we'll look at different groups of people throughout colonial America and uncover how they lived within and outside of European empires. How did they make empire work for them? How did they challenge it? What shared experiences did they have? Or how did they live at the margins of European control?</i></p> <p><b>M: Piracy</b>  <u>READING FOR MONDAY:</u></p> <ul style="list-style-type: none"> <li>• Excerpts on Piracy in Colonial America</li> <li>• Primary sources linked on D2L</li> </ul> <p><u>ASSIGNMENTS FOR MONDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L</b></li> </ul> <p><b>W: Women &amp; Gender</b>  <u>READING FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> <li>• Excerpts on Women in Colonial America</li> <li>• Primary sources linked on D2L</li> </ul> <p><u>ASSIGNMENTS FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L</b></li> </ul> <p><b>F: The Great Awakening</b>  <u>READING FOR FRIDAY:</u></p> <ul style="list-style-type: none"> <li>• Ch. 15 "Awakenings, 1700-1775" in Taylor, <i>American Colonies</i>, pgs. 338-362</li> <li>• Primary sources linked on D2L</li> </ul> <p><u>ASSIGNMENTS FOR FRIDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L</b></li> </ul> <p><b>Submit Primary Source Analysis by Sunday (Opportunity 1 of 5)</b></p> <p>** Continue reading Lepore's <i>New York Burning</i>. It is due in two weeks**</p>
	<b>Controlling People, Challenging Empire (II)</b>
<b>WEEK 11</b> Mar. 25 Mar. 27 Mar. 29	<p><b>**No class on Friday**</b></p> <p><b>M: Maroon Communities</b>  <u>READING FOR MONDAY:</u></p> <ul style="list-style-type: none"> <li>• Excerpts about the Dismal Swamp</li> <li>• Primary sources linked on D2L</li> </ul> <p><u>ASSIGNMENTS FOR MONDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L</b></li> </ul>

	<p><b>W: The Stono Rebellion</b>  <u>READING FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> <li>• Primary sources linked on D2L</li> </ul> <p><u>ASSIGNMENTS FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L</b></li> </ul> <p><b>Submit Primary Source Analysis by Sunday (Opportunity 2 of 5)</b></p> <p>** Continue reading Lepore’s <i>New York Burning</i>. It is due on Monday**</p>
<b>Slavery &amp; Liberty</b>	
<p><b>WEEK 12</b>  Apr. 1  Apr. 3  Apr. 5</p>	<p><b>M: Discussion of <i>New York Burning</i></b>  <u>READING FOR MONDAY:</u></p> <ul style="list-style-type: none"> <li>• All of Lepore’s <i>New York Burning</i></li> </ul> <p><u>ASSIGNMENTS FOR MONDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L.</b></li> <li>• <b>Book Response due to D2L.</b></li> </ul> <p><b>W: Native American Slavery</b>  <u>READING FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> <li>• Excerpts on Native American Slavery</li> <li>• Primary Sources linked on D2L.</li> </ul> <p><u>ASSIGNMENTS FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L</b></li> </ul> <p><b>F: War in Colonial America</b>  <u>READING FOR FRIDAY:</u></p> <ul style="list-style-type: none"> <li>• Primary sources linked on D2L</li> </ul> <p><u>ASSIGNMENTS FOR FRIDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L</b></li> </ul> <p><b>Submit Primary Source Analysis by Sunday (Opportunity 3 of 5)</b></p>
<b>The West</b>	
<p><b>WEEK 13</b>  Apr. 8  Apr. 10  Apr. 12</p>	<p><b>M: French America</b>  <u>READING FOR MONDAY:</u></p> <ul style="list-style-type: none"> <li>• Ch. 16 “French America, 1650-1750” in Taylor’s <i>American Colonies</i>, pgs.</li> <li>• Primary sources linked on D2L</li> </ul> <p><u>ASSIGNMENTS FOR MONDAY:</u></p>

	<ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L</b></li> </ul> <p><b>W: The Great Plains and the Comanche Empire</b>  <u>READING FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> <li>• Ch. 17 “The Great Plains, 1680-1800” in Taylor, <i>American Colonies</i>, pgs. 395-419</li> <li>• Primary sources linked on D2L</li> </ul> <p><u>ASSIGNMENTS FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L</b></li> </ul> <p><b>F: The Pacific</b>  <u>READING FOR FRIDAY:</u></p> <ul style="list-style-type: none"> <li>• Ch. 19 “The Pacific, 1760-1820” in Taylor, <i>American Colonies</i>, pgs. 444-480</li> <li>• Primary sources linked on D2L</li> </ul> <p><u>ASSIGNMENTS FOR FRIDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L</b></li> </ul> <p><b>Submit Primary Source Analysis by Sunday (Opportunity 4 of 5)</b></p>
	<p><b>The Monarchy and its Subjects</b></p>
<p><b>WEEK 14</b>  Apr. 15  Apr. 17  <del>Apr. 19</del></p>	<p><b>**No Class on Friday**</b></p> <p><b>M: Royal Government</b>  <u>READING FOR MONDAY:</u></p> <ul style="list-style-type: none"> <li>• Ch. 13 “Revolutions, 1685-1730” in Taylor, <i>American Colonies</i>, pgs. 275-300</li> </ul> <p><u>ASSIGNMENTS FOR MONDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L</b></li> </ul> <p><b>W: The Seven Years’ War</b>  <u>READING FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> <li>• Introduction &amp; “America and Americans in 1763” in Calloway’s <i>The Scratch of a Pen</i>, pgs. 3-46</li> <li>• Primary sources linked on D2L</li> </ul> <p><u>ASSIGNMENTS FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L</b></li> </ul> <p><b>Submit Primary Source Analysis by Sunday (Opportunity 5 of 5)</b></p> <p><i>**Read Chapters 2 &amp; 3 of The Scratch of a Pen over the weekend**</i></p>
	<p><b>The Seven Years’ War &amp; 1763</b></p>
<p><b>WEEK 15</b></p>	<p><b>M: A War for Land</b></p>

<p>Apr. 22 Apr. 24 Apr. 26</p>	<p><u>READING FOR MONDAY:</u></p> <ul style="list-style-type: none"> <li>• Ch. 2 “Contested Lands” in Calloway’s <i>The Scratch of a Pen</i>, pgs. 47-65</li> <li>• Ch. 3 “The First War of Independence” in Calloway’s <i>The Scratch of a Pen</i>, pgs. 66-91</li> </ul> <p><u>ASSIGNMENTS FOR MONDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L</b></li> </ul> <p><b>W: Treaties</b></p> <p><u>READING FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> <li>• Ch. 4 “Setting Boundaries” in Calloway’s <i>The Scratch of a Pen</i>, pgs. 92-132</li> </ul> <p><u>ASSIGNMENTS FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L</b></li> </ul> <p><b>F: The end of French America</b></p> <p><u>READING FOR FRIDAY:</u></p> <ul style="list-style-type: none"> <li>• Ch. 5 “Endings and Endurance in French America” in Calloway’s <i>The Scratch of a Pen</i>, pgs. 112-132”</li> </ul> <p><u>ASSIGNMENTS FOR FRIDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L</b></li> </ul> <p><i>**Read Chapters 6, 7, and the Epilogue of The Scratch of a Pen over the weekend**</i></p>
<b>The End of Colonial America? The Beginning of the American Revolution?</b>	
<p><b>WEEK 16</b> Apr. 29 May. 1 May. 3</p>	<p><b>M: Transfers and Exiles</b></p> <p><u>READING FOR MONDAY:</u></p> <ul style="list-style-type: none"> <li>• Ch. 6 “Louisiana Transfer and Mississippi Frontier” in Calloway’s <i>The Scratch of a Pen</i>, pgs. 133-149</li> <li>• Ch. 7 “Exiles and Expulsions” in Calloway’s <i>The Scratch of a Pen</i>, pgs. 150-164</li> <li>• Epilogue in Calloway’s <i>The Scratch of a Pen</i>, pgs. 165-172</li> </ul> <p><u>ASSIGNMENTS FOR MONDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L</b></li> </ul> <p><b>W: The End of Colonial America</b></p> <p><u>ASSIGNMENTS FOR WEDNESDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L</b></li> </ul> <p><b>F: The Beginning of the American Revolution?</b></p> <p><u>ASSIGNMENTS FOR FRIDAY:</u></p> <ul style="list-style-type: none"> <li>• <b>Come prepared to discuss the questions posted on D2L</b></li> </ul>
<b>FINALS WEEK</b>	
<p><b>WEEK 17</b></p>	<p><b>Final Exam due</b></p>

