UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with PDF attachments to the Chair of the College Curriculum Committee.

<table>
<thead>
<tr>
<th>COLLEGE (check one):</th>
<th>Arts and Sciences</th>
<th>X</th>
<th>Business</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Submitted By:</td>
<td>Jason Sellers</td>
<td>Date Prepared:</td>
<td>18 August 2013</td>
<td></td>
</tr>
<tr>
<td>Course Title:</td>
<td>Colonial America</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department/discipline and course number*:</td>
<td>HIST 323</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

<table>
<thead>
<tr>
<th>Number of credits proposed:</th>
<th>3</th>
<th>Prerequisites:</th>
<th>none</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will this be a new, repeatable “special topics” course? (Do you want students to be able to take this new course more than once if the topic changes?)</td>
<td>NO</td>
<td>X</td>
<td>YES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of first offering of this new course:</th>
<th>FALL SEMESTER, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed frequency of offering of the course:</td>
<td>Every other year</td>
</tr>
<tr>
<td>List the faculty who will likely teach the course:</td>
<td>Jason Sellers</td>
</tr>
<tr>
<td>Are ANY new resources required?</td>
<td>NO</td>
</tr>
<tr>
<td>Document in attached impact statement</td>
<td></td>
</tr>
</tbody>
</table>

This new course will be (check all that apply):

Required in the major | General Elective
Elective in the major | X | General Education**

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description: This course considers how people of Native American, European, and African descent shaped and were shaped by colonial America’s environmental, social, cultural, and economic realms, and how those experiences changed between the 16th and 18th centuries.

<table>
<thead>
<tr>
<th>COURSE HISTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was this course taught previously as a topics or experimental course?</td>
</tr>
<tr>
<td>Course Number and Title of Previous Course</td>
</tr>
<tr>
<td>HIST 300G: Colonial America</td>
</tr>
<tr>
<td>HIST 300G: Colonial America</td>
</tr>
<tr>
<td>HIST 300G: Colonial America</td>
</tr>
<tr>
<td>X</td>
</tr>
</tbody>
</table>

NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

REQUIRED ATTACHMENTS:
1. Rationale Statement (Why is this course needed? What purposes will it serve?)
2. Impact Statement (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. Sample Syllabus

Department Chair Approval: Jeffrey McClurken Date: 8-27-13

CCC Chair Approval: Date:

UCC Chair Approval: Date:

New Course Proposal Cover Sheet (July 2012)
New Course Proposal Attachments: Colonial America

Rationale Statement:
The Department of History and American Studies does not currently offer a course focused on American history prior to the American Revolution, leaving several centuries of complex interactions among Native Americans and European and African newcomers relatively unexplored. This course provides crucial background for classes focused on later developments, such as the emergence of an Atlantic World, the onset of the American Revolution, and the evolution of racial slavery. Additionally, Virginia’s central role in Colonial American history, and Fredericksburg’s proximity to numerous historical sites of significance for the colonial era, generates student interest in this offering.

Impact Statement:
The UMW library already contains seminal texts from this field, as well as more recent scholarship, including books assigned the past two years and several under consideration for future iterations of this course. Existing subscriptions to key journals—such as The William and Mary Quarterly—provide students access to additional readings and research materials. This course will also continue to make use of available technology—specifically, UMW Blogs—but should not have additional needs.

Syllabus:
HIST 300G: COLONIAL AMERICA
Dr. Jason Sellers
Email: Jseller4@umw.edu
   *please allow adequate response time
Office: 218 Monroe Hall
Class times/locations: TR 12:30-1:45, Monroe 112
Office Hours: MWF 2-3, T 3-5

Course description:
This course will approach colonial America, not as a prologue to the American Revolution and the history of the United States, but rather as a period and place unique in terms of its fluidity and multifaceted cultural influences. We will consider how people of Native American, European, and African descent shaped and were shaped by colonial America’s environmental, social, cultural, and economic realms, and how those experiences changed over the course of the colonial era. Readings were selected to introduce students to a wide range of historical perspectives and approaches to historiography, rather than to comprehensively address every available topic, but students will have the opportunity to pursue their own interests as well. This course is designed to center on discussions more than lectures, and participation is expected.

Course objectives and outcomes:
Students in this course will acquire/develop:
- Understanding and appreciation of the discipline’s diverse methods and processes.
- Ability to locate, read critically, and analyze primary sources and modern scholarship.
- Ability to synthesize research findings.
- Comprehension of historical process.
• Ability to write with clarity about the past, and to communicate in a group setting.

This course counts towards the History major.

Readings:
Required texts:

*Additional required readings (academic articles and primary sources) listed on the schedule below will be accessible through the library website or posted on Canvas. Learning to both locate and critically read these sources is a critical element of this course.

Grading and Participation:

Participation*: 20%
Article assignments: 30% (15% each)
Papers: 50% (25% each)

*Attendance will be taken regularly, and you are expected to attend having completed the assigned reading for that day so that you can contribute to discussions. After the second absence, additional absences will result in the loss of 1/10 of your participation points. Although I will sometimes lecture briefly, the majority of the class will be discussion, and so effective participation will be an important and substantial part of your overall grade. If it becomes clear from discussions that students are not completing the readings, I reserve the right to substitute reading quizzes (graded P/F) in place of simple attendance. To avoid quizzes, please actively contribute to conversations with your questions and ideas. I realize some students tend to be quieter in class, and I encourage those of you who are to meet with me early in the term to discuss how we can facilitate your participation.

This class will not have additional extra credit assignments. However, you may repeat one written assignment for a higher grade. If you elect to do so, you will need to complete an entirely new assignment, submit the new assignment within one week of the original assignment’s return, and turn in the original work along with the new assignment (the rewrite will not be graded unless it is accompanied by the original assignment with my written feedback); it is often helpful to meet with me to make sure you understand what needs to be addressed. This option is available only if you have turned in the original assignment by the due date.
Students who have missed more than 5 classes, and/or who have not submitted article assignments receiving passing grades, will be reported as unsatisfactory on mid-semester reports.

Assignments:
Twice during the course of the semester—once in the first half, once in the second half—you will use campus resources to locate a scholarly article related to that week's general theme. One of these selections may be drawn from the optional readings I include on the syllabus, but the other should be a unique source you have located. You will prepare a brief (2-3 pages) summary of the article's main points and its relation to our other readings for the week, and post it on a course webpage accessible to the class. These assignments will be assessed based on the quality of the piece you locate and its applicability to the week’s topic (I am happy to discuss your selection in advance), as well as your success in conveying its content and relating it to other class materials. Ideally you will contribute related points to our in-class discussion as well. Students will sign up for weeks to do these assignments, so find topics that interest you and days that work with your schedule. A more detailed description of this assignment will be posted in the “File” section of Canvas.

You will also need to use assigned readings to complete two 5-7 page formal papers, one based on careful analysis of a primary source/s, the other synthesizing secondary sources to produce an analytical argument. Students should identify, research, and develop unique topics and arguments, though I am happy to discuss your ideas with you in office hours or in class. More detailed descriptions of expectations for these papers, as well as some possible topics/questions, will be posted on Canvas. The first paper will be due Week 9, and the second during Finals.

If you think you may need an extension, you must request it in advance; I will not grant extensions after assignments are due. If you are having printer problems, or for some reason are unable to attend class, email the electronic file to me as a Word document before class time, and bring a paper copy when you are able. If the assignment is not in my possession in some form at the time it is due, it will be considered late. Late assignments will receive an automatic deduction of one-third of a letter grade, and an additional deduction every day thereafter; I will not accept assignments that are more than one week late.

While I am willing to discuss assignment grades with students, you will need to wait at least 24 hours and have carefully reviewed my comments on your work. You have one week after the return of graded assignments to speak with me; after one week, grades are final.

Requirements for written assignments:
All assignments should adhere to the department’s standard style: 1” margins; 12 pt. Times New Roman font; a title page including the paper title the author’s name (centered, all caps), course number and title, instructor, and date; pages numbered consecutively through all materials, excluding title page; and a bibliography conforming to the Chicago Manual of Style. For more information on proper bibliographic format for your sources, consult Kate L. Turabian, A Manual for Writers, or an equivalent abridgement of the Chicago Manual of Style. [Note the most recent versions of the Chicago Manual of Style (16th) and Turabian (7th) include updated information for electronic citations. Be sure to use the newest editions.] A helpful UMW library
guide to citations is available at http://libguides.umw.edu/content.php?pid=245752&sid=2029722#6812498

**Students with Disabilities:**
The Office of Disability Resources has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Resources and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not contacted the Office of Disability Resources and need accommodations, I will be happy to help you contact it. The office will require appropriate documentation of disability. The office is located in 401 Lee Hall, and can be reached by phone at 540.654.1266 and email at ods@umw.edu.

**Honor System:**
Please write and sign the University of Mary Washington honor pledge (“I hereby declare upon my word of honor that I have neither given nor received unauthorized help on this work”) on every written assignment. More information about the Honor System is available at http://students.umw.edu/fredericksburghonorcouncil/ You are welcome to discuss your work on assignments with classmates and work together to refine your writing, but your ideas and language must be your own.

**Class and Reading Schedule:**
* While I will sometimes lecture briefly, most of our time in class will consist of discussions, which depend on your ability to engage with the readings. To facilitate that engagement, please bring the readings (or at least your meticulous notes) to class so that you may refer to them as we discuss—it is fine to load them on your laptop, e-reader, tablet, etc.

**Alan Taylor’s *American Colonies* is essentially our textbook, and as such is often very dense. It is intended to provide context for our discussions of other scholarly works and primary sources, and to serve as a reference when/if you want further information about a particular topic. Use it, but try not to let it overwhelm you or interfere with your engagement with the other readings that we will address more explicitly in class discussions.

**Week 1: Backgrounds**
T 8/28: Introductions, syllabus, assignments, Canvas
+Lecture: Defining “historiography,” and the historiography of Colonial America/American Colonies and the Atlantic World
TH 8/30: Beginnings—Europe and America
+Taylor, *American Colonies*, chs. 1-2
+Richter, *Facing East from Indian Country*, 1-10

**Week 2: Early contacts**
T 9/4: Exploration, discovery, and territorial claims

+Richter ch. 1
+Primaries: John White watercolors/Theodore de Bry engravings

TH 9/6: Conquest and New Spain
+Taylor ch. 3
+Primaries: selected European descriptions of Native American bodies, practices, cultures [Canvas]

**Week 3: European settlements**

T 9/11: English archetypes
+Taylor 118-146, 223-226
+Lecture: Joint-stock companies and colonial charters; Beehives, dispersed villages, and the myth of self-sufficient colonists; the end of the commons

TH 9/13: Variations
+Taylor 246-272
+Primary: William Penn’s plan for Philadelphia

**Week 4: Environmental transformations**

T 9/18: New England
+Taylor 159-194
+Cronon, *Changes in the Land*, 3-53
+Primaries: maps, images, and descriptions of America [Canvas]

TH 9/20: Environmental change in New England
+Cronon, remainder
+Lecture and discussion of primary sources [Canvas]: Clothing naked grounds and sharing spaces
**Week 5: Native American-European interactions**

T 9/25: Economic activity
- Taylor 92-107, 228-236
- Richter ch. 2
- Primaries: treaty gift exchanges [Canvas]

TH 9/27: Adaptations
- Richter ch. 3
- David J. Silverman, “‘We chuse to be bounded’: Native American Animal Husbandry in Colonial New England,” *William and Mary Quarterly* 60, no. 3.
- Lecture: Spanish missions
- Primaries: land deeds, resource policies/conservation measures [Canvas]

**Week 6: Diplomacy and its failures**

T 10/2: Incorporation and accommodation
- Taylor 107-111
- Richter ch. 4

TH 10/4: Conflict
- Taylor 67-90, 111-113, 194-203
- Lecture: Yamassee War, King Philip’s Herds
- Primaries: depictions/descriptions of warfare and atrocities [Canvas]

**Week 7: Unstable identities and cultural categories**

T 10/9: Culture Crossing
- Demos, *The Unredeemed Captive*, 1-120

TH 10/11: Culture Crossing
- Demos, finish
- Primaries: Montours, portraits, engravings, Mary Rowlandson captivity narrative excerpts [Canvas]

**Week 8: Race**
T 10/16: Fall break
TH 10/18: Constructing race
   +Morgan, Laboring Women, Introduction and ch. 1.
   +Lecture: Slavery historiography

*Week 9: Race and slavery*
T 10/23: Enacting race
   +Block, Rape and Sexual Power in Early America, Introduction and chs. 4-5
TH 10/25: Slavery—European and Native American precedents
   +Lecture: Unfree labor in Europe and the Mediterranean
*Paper 1 due in class on 10/25

Week 10: African slavery and the Middle Passage
T 10/30: Origins of African slavery
   +Taylor 142-157
   +Lecture: Slavery in Africa
   +Primaries: Virginia laws/statutes on slavery and servitude
TH 11/1: Middle Passage
   +Morgan, Laboring Women, ch. 2.
   +Lecture and discussion (primaries): Equiano excerpts, descriptions of slave ships, markets, and slaving voyages [Canvas]
   +Optional: additional slave narratives: http://docsouth.unc.edu/neh/

Week 11: American slavery
T 11/6: Development of slavery
   +Taylor ch. 10, 223-244
   +Lecture: Slavery systems and tasks
TH 11/8: Production and reproduction
   +Morgan, Laboring Women, chs. 3-5.

Week 12: Slavery; Anglo-American family and gender relations
T 11/13: Challenges
   +Lecture: Slave resistance (African culture, maroons, New York Slave Conspiracy)
+Primaries: runaway slave advertisements, reports of rebellions/plots [Canvas]

TH 11/15: Sex, patriarchy, and family relations
+Block, *Rape and Sexual Power*, chs. 1-3

**Week 13:**
T 11/20: Gender relations and roles
+Primaries: commentaries on marriage [Canvas]

TH 11/22: Thanksgiving Day—no class

**Week 14: Religious developments**
T 11/27: Witchcraft
+Lecture: Witchcraft historiography, the other 1692 witch-hunt, and Seneca and West African witches
+Primaries on Salem witch trials: [http://etext.virginia.edu/salem/witchcraft/](http://etext.virginia.edu/salem/witchcraft/)

TH 11/29: Religion and the Great Awakening
+Taylor ch. 15
+Primaries: Jonathan Edwards sermon excerpts, George Whitefield descriptions and critics [Canvas]

**Week 15: Colonial Americans**
T 12/4: Native Americans and empire
+Taylor ch. 18
+Richter chs. 5-6

Th 12/6: Anglo-Americans and empire
+Taylor 276-337

*Final Exam Period: Tues., Dec. 11, 12-2:30pm—Paper #2 due by 2:30pm*