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:

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:


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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**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.”


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:


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)


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:


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


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:


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.


**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**


**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


**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”.


**Student Oral Presentations.** Up to 2 students will present on their Research Papers In Progress.
April 5, 2023

Week 12: American Revolution


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