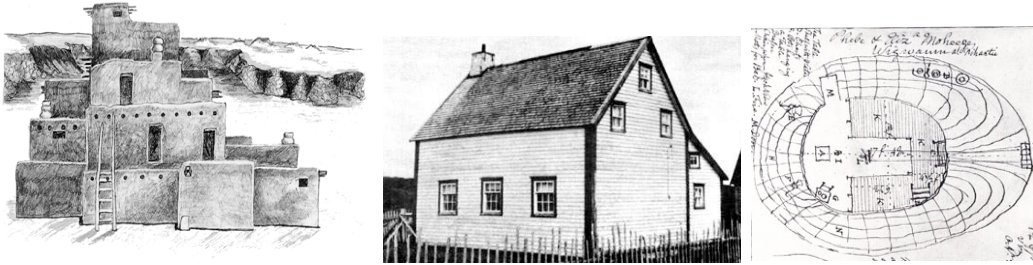


Andrew Lipman  
alipman@barnard.edu  
Office Hours, 227 LeFrak (Rear of  
Barnard Hall)  
W 4:00-6:00 and by appt.

HIST BC 2549  
Spring 2017  
Altschul 805  
MW 2:40-3:55 PM  
Credits/Points: 3



### Early North America to 1763

North America has a long and deep history. People have made it their home for thousands of years, and many indigenous nations and peoples still survive within the bounds Mexico, the United States, and Canada. This course examines the three critical centuries that transformed this continent from a diverse landscape teeming with hundreds of farming and hunting societies into a colonized land where foreign laws and languages slowly took over.

Over this period, North America became a fascinating stage for political contests and cultural exchanges among various Native, European, and African peoples. We'll begin with the arrival of European empires and end before the rise of independent republics, focusing on the years from 1492 to 1763. Our journey will not be the standard American one that zeroes in quickly on English speaking colonists. We'll first consider the how Native people dealt with the Spanish and French empires, as these Catholic invaders traversed more of the continent and encountered more peoples than the British did. And when approaching the coastal English-speaking colonies, we'll be comparing them to their indigenous and European neighbors, rather than see them as a mere sonogram of the United States *in utero*.

Along the way, we'll consider the worldviews of all of Early America's peoples, which means exploring not only their material worlds but also their respective spiritual landscapes. This means paying close attention to their beliefs and practices, the ideas and actions that gave their lives meaning. We'll also examine changing relations between Natives and colonists, between men and women, between slaves and slaveowners, between religious leaders and their followers, between political leaders and their constituents. The readings in this course are a mix of primary and secondary sources. Your final grade will be based on your participation in discussions of readings, as well as your performance on papers and exams.

## Student Learning Outcomes

Students who successfully complete this course will

- ☞ Critically evaluate secondary and primary sources through close reading and analysis.
- ☞ Understand how historians use textual evidence to construct narratives about the past.
- ☞ Interpret selections of primary and secondary sources and to construct original arguments from those sources in clear academic prose.
- ☞ Articulate textually-grounded arguments in written assignments, class discussions, presentations, and structured debates.

## Written Requirements

There are three different kinds of reading for this class. 1. Alan Taylor's *American Colonies*, which serves as a textbook and will seldom be the basis for writing assignments. 2. The various readings marked **Q&Q**, which are a mixture of primary and secondary sources, and will be the basis for short readings responses called **Q&Qs**. 3. The three books by Reséndez, Seeman, and Karlsen that you will address in three longer **Essays**.

The readings marked **Q&Q** in the syllabus are required for everyone regardless of whether they write a **Q&Q** on that particular reading, and can and will be the subject of questions on the mid-term and final. The idea is that you can focus more on readings that interest you when choosing which readings to write your short **Q&Q** responses. The Taylor chapters generally serve the purpose of supplementing the lecture material; the assigned chapters often match the content of my lectures fairly closely and will be a great service to you while you review course material before exams. And the three books will all be discussed and analyzed in depth through our longer “discussion days” and through essay assignments.

## Q&Qs

Students will be responsible for six (6) short reading responses to specific assigned readings over the semester. Each response shall be approximately 500 words (one single-spaced page). The recommended formula for a reading response is a “Quotation and Question” or “Q&Q” for short. Q&Q responses must be submitted *at the start of* class to count: they may be either handwritten or typed. The focus of these readings are to let you engage with individual articles and primary sources: they are *not* focused on either the Taylor textbook readings (a supplement to the lecture material), *unless* the syllabus specifically designates Taylor as a topic with the heading “Reading/Q & Q,” which only happens M Week 13 and M Week 14. Q & Qs are also not applicable to the three other books (Resendez, Seeman, Karlsen), as those three readings will be covered in essay assignments (see below). The basic guideline is that three Q&Qs must be submitted before the mid-term, and three after. Combined, all six Q&Qs are worth 20% of your final grade (3 pts. each with an additional 2 pts. added for exceptional work).

We'll talk about how to approach these, but they are fairly straightforward: find a quotation (or more than one) from the reading to discuss, explain in a couple paragraphs why you

chose this quotation and what it can tell us—what makes it interesting, confusing, relevant, challenging, or surprising. Then pose a broader open-ended question about the reading. Your question must be a **debatable discussion question**, that is to say, not merely a question of fact or a question that could not be answered without further research. For I will be asking these questions of the class, so they must be questions that other people who have read the same reading can conceivably answer.

**TAs may ask you about you Q&Qs in class on the day they are submitted: the whole idea is to make it easier for you to share your impressions from the readings with the rest of the class.** While Q&Qs are given full credit for content and will not be graded as papers, please regard these posts as formal academic work—that is, please use standard capitalization, punctuation, grammar, spelling, and provide parenthetical page numbers for any quotations.

## Essays

All three essays will be between 1,000-1,500 words in length (4-5 double-spaced pages), in response to prompts about the assigned readings (Resendez, Seeman, Karlsen). Further instructions will be included on the essay prompts.

## Grading

Reading Responses (6 Q&Qs: 3 before break, 3 after)	20%
Essay 1: Resendez (4-5 pp. Due W Week 4)	20%
Essay 2: Seeman (4-5 pp. Due W Week 6)	20%
Essay 3: Karlsen (4-5 pp. Due M Week 12)	20%
Mid-Term (110 min, in class, ID/essay format, cumulative)	10%
Final Exam (180 min, exam week, ID/essay format, cumulative)	10%

## Class Policies

You must have a passing grade in each of the course elements (Q&Qs, Essays, Exams) to pass the course. You also must hand in all papers and take both the mid-term and final exams to pass.

If you are worried about your grade, be sure to talk to me before the end of the course so that I can make sure you complete all elements. I am always glad to help a struggling student who seeks help during the semester. Some additional policies:

1. **Attendance.** Attendance in all classes is essential to pass this course. The question-centered lectures are the main thread holding everything together, and you will be tested on the lectures' content.
2. **Office Hours.** My main office hours are Wednesdays 4-6, LeFrak 227, Rear of Barnard Hall, while my unofficial office hours (better for quick chats) will be Monday immediately after class. You can also schedule an appointment if neither of these times work. If you send me an email asking for summaries of class you missed or are going to miss for a planned

absence like a religious observation or an athletic event, my response will always be the same: come talk to me in person during office hours.

3. **Participation.** Class discussions are the single best way for all of us—students and professor alike—to bring lectures and readings together into an ongoing conversation about history. Regular participation is mandatory for all, though I understand that some students are more naturally talkative than others. The quality of your participation is more important than the quantity. I also welcome questions in lecture and will sometimes ask you to contribute ideas during lectures.
4. **Classroom Respect.** This class only really works if everyone is respectful of everyone else, of their opinions, of their right to speak without interruptions or distractions. I ask you kindly to show up on time, only leave the class for something that cannot wait—a genuine personal or health emergency. I also recognize that respect is a two-way street, and I welcome you to contact me if you have any concerns about the way I'm leading the course.
5. **Wellness.** During a busy semester, it helps to recognize and identify the different pressures, burdens, and stressors you may be facing, whether personal, emotional, physical, financial, mental, or academic. We as a community urge you to make yourself--your own health, sanity, and wellness--your priority throughout this term and your career here. Sleep, exercise, and eating well can all be a part of a healthy regimen to cope with stress. Resources exist to support you in several sectors of your life, and we encourage you to make use of them. Should you have any questions about navigating these resources, please visit these sites:  
<http://barnard.edu/primarycare>  
<http://barnard.edu/counseling>  
<http://barnard.edu/wellwoman/about>
6. **Digital Devices.** Several studies of student learning and retention have demonstrated that students take in more information and gain a better grasp of course material when they take notes by hand and when digital devices are not in the classroom. With that in mind, computers, tablets, e-readers, phones, any device with a screen, are not allowed in lecture and may only be used sparingly during discussions, debates, or review sessions. The only exception allowed is for students who have a documented Barnard/Columbia accommodation to use digital device. I also ask that all of you, as a general courtesy, please print out the coursepacks and articles for discussions as well, or at the very least bring handwritten or printed notes. Studies on digital learning also suggest that reading comprehension and retention are vastly better when students read from printed pages.
7. **Communication.** For general queries about the class or assignments, please contact me at [alipman@barnard.edu](mailto:alipman@barnard.edu). In the unlikely event that I have not responded to your email within 48 hours, please send the email again, as I may have accidentally opened without replying and your email may have slid deep into the depths of my inbox. I also welcome anyone who wants to have a quick chat after lecture to come up and say hi, but I am usually not free to talk *before* lecture starts, as I need that time to prepare the board, ready my powerpoint, deal with any technical glitches, and review my notes.
8. **Academic Integrity Statement.** The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an

academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity. Scholarship, by its very nature, is an iterative process, with ideas and insights building one upon the other. Collaborative scholarship requires the study of other scholars' work, the free discussion of such work, and the explicit acknowledgement of those ideas in any work that inform our own. This exchange of ideas relies upon a mutual trust that sources, opinions, facts, and insights will be properly noted and carefully credited. In practical terms, this means that, as students, you must be responsible for the full citations of others' ideas in all of your research papers and projects; you must be scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent. Any breach of this intellectual responsibility is a breach of faith with the rest of our academic community. It undermines our shared intellectual culture, and it cannot be tolerated. Students failing to meet these responsibilities should anticipate being asked to leave Barnard College or Columbia University.

9. **The Honor Code**, approved by the student body in 1912, states:

*We, the students of Barnard College, resolve to uphold the honor of the College by engaging with integrity in all of our academic pursuits. We affirm that academic integrity is the honorable creation and presentation of our own work. We acknowledge that it is our responsibility to seek clarification of proper forms of collaboration and use of academic resources in all assignments or exams. We consider academic integrity to include the proper use and care for all print, electronic, or other academic resources. We will respect the rights of others to engage in pursuit of learning in order to uphold our commitment to honor. We pledge to do all that is in our power to create a spirit of honesty and honor for its own sake.*

10. **Disability-Related Accommodations:** In order to receive disability-related academic accommodations, students must first be registered with Disability Services (DS). More information on the DS registration process is available online at <http://barnard.edu/disabilityservices> or [www.health.columbia.edu/ods](http://www.health.columbia.edu/ods). Faculty must be notified of registered students' accommodations before exam or other accommodations will be provided. Students who have (or think they may have) a disability are invited to contact Barnard or Columbia Disability Services for a confidential discussion.

Readings: Available at Book Culture, 536 W. 112<sup>th</sup> St. (between Broadway and Amsterdam).

Alan Taylor, *American Colonies: The Settling of North America*. New York: Penguin Books, 2001.

Andrés Reséndez, *A Land So Strange: The Epic Journey of Cabeza de Vaca*. New York: Basic Books, 2007.

Erik R. Seeman, *The Huron-Wendat Feast of the Dead: Indian-European Encounters in Early North America*. Baltimore, Md.: The Johns Hopkins University Press, 2011.

Carol F. Karlsen, *The Devil in the Shape of a Woman: Witchcraft in Colonial New England*. New York: W.W. Norton, 1998 [2<sup>nd</sup> Ed.].

All articles are available through Columbia Libraries website by searching the title in syllabus in the "Quicksearch" bar or entering the provided URL (online version of syllabus will have links for these source). I have included urls for all the primary sources, which can also be found via simple Google search.



## Class Schedule

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### Unit 1: The Catholic Invasion of America

#### Week 1: Jan. 18

W: What is “Early America,” and Why Should You Study It?

#### Week 2: Jan. 23, 25

M: A Brief History of North America to 1492.

Reading: Taylor, *American Colonies*, Introduction, Ch. 1, “Natives, 13,000 B.C.-A.D. 1492,” 3-22.

W: A Brief History of Western Europe to 1492.

Reading: Taylor, *American Colonies*, Ch. 2, “Colonizers, 1400-1800,” 23-49.

Q & Q: James Axtell, “Colonial America Without the Indians: Counterfactual Reflections,” *Journal of American History* 73.4 (1987): 981-996.

#### Week 3: Jan. 30, Feb. 1

M: What Was “New” About New Spain?

Reading: Taylor, *American Colonies*, Ch. 3, “New Spain, 1500-1600,” 50-66.

Q & Q: Bartolomew Las Casas, “[A Short Account of the Destruction of the Indies \(1542\)](#)” (Penguin Online Edition: <http://www.columbia.edu/~daviss/work/files/presentations/casshort/>), 9-45 (“Preface: to “New Spain”).

W: Discussion Day.

Reading: Reséndez, *A Land So Strange*, 1-132.

#### Week 4: Feb. 6, 8.

M: What Was “New” About New Mexico?

Reading: Taylor, *American Colonies*, Ch. 4, “The Spanish Frontier,” 67-90.

Q & Q: Juliana Barr, “A Diplomacy of Gender: Rituals of First Contact in the ‘Land of the Tejas,’” *The William and Mary Quarterly* 61.3 (2004): 393-434.

W: Discussion Day

Reading: Reséndez, *A Land So Strange*, 133-226.

☞ Essay 1 due at the start of class.

#### Week 5: Feb. 13, 15

M: What Was “New” About New France?

Reading: Taylor, *American Colonies*, Ch. 5, “Canada and Iroquoia, 1500-1660.”

Q & Q: Paul LeJeune, "Relation de ce qui s'est passé en la Nouvelle France en l'année 1636," or "[Account of what happened in New France in the year 1636](http://nationalhumanitiescenter.org/pds/amerbegin/settlement/text3/JesuitRelations1636.pdf)" (excerpted online edition: <http://nationalhumanitiescenter.org/pds/amerbegin/settlement/text3/JesuitRelations1636.pdf>), Ch. VIII-X.

W: Professor Lipman will be out of town: no class meeting today, office hours cancelled. Please begin reading Erik R. Seeman, *The Huron-Wendat Feast of the Dead* for next week.

**Week 6: Feb. 20, 22.**

M: Discussion Day.

Reading: Seeman, *Huron-Wendat Feast*, 1-144 (all).

W: The Expansion of French America.

Reading: Taylor, *American Colonies*, Ch. 16, "French America, 1680-1750," 363-395.

☞ Essay 2 due at the Start of Class

**Week 7: Feb. 27, Mar. 1.**

M: How Horses Transformed the Plains.

Reading: Taylor, *American Colonies*, Ch. 17, "The Great Plains, 1680-1800," 396-419.

Q & Q: Robert M. Morrissey, "The Power of the Ecotone: Bison, Slavery, and the Rise and Fall of the Grand Village of the Kaskaskia," *Journal of American History* 102.3 (2015): 667-692.

W: How Sugar Transformed the West Indies.

Reading: Taylor, *American Colonies*, Ch. 10, "The West Indies, 1600-1700,"

Q & Q: Stephanie E. Smallwood, "African Guardians, European Slave Ships, and the Changing Dynamics of Power in the Early Modern Atlantic," *The William and Mary Quarterly* 64.4 (2007): 679-716.

**Week 8: Mar. 6, 8.**

M: The Catholic Invasions of North America to 1750: An Overview.

In-Class Mid Term Review

W: ☞ In-Class Mid-Term Exam.

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Spring Break. Pursue Happiness.



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Unit 2: The Protestant Invasion of America

**Week 9: Mar. 20, 22.**

M: Why Did England Want Colonies?

Reading: Taylor, *American Colonies*, Ch. 6, "Virginia, 1570-1650," 117-137.

No Q & Q, please begin reading Smith for Wednesday.

W: How Did Virginia Become A Slave Society?

Reading: Taylor, *American Colonies*, Ch. 7, "Chesapeake Colonies, 1650-1750."

Q & Q: John Smith, "[A True Relation, 1608,](#)" 27-71.

<http://www.americanjourneys.org/pdf/AJ-074.pdf>

**Week 10: Mar. 27, 29.**

M: What Was "New" About New England?

Reading: Taylor, *American Colonies*, Ch. 8, "New England, 1600-1700."

No Q & Q, please begin reading Rowlandson for Wednesday.

W: Discussion Day

Reading: Taylor, *American Colonies*, Ch. 9. "Puritans and Indians, 1600-1700."

Q & Q: Mary Rowlandson, "[Narrative of the captivity of Mrs. Mary Rowlandson, 1682.](#)" <http://wnorton.com/college/history/america-essential-learning/docs/MWRowlandson-Autobiography-1682.pdf>

**Week 11: Apr. 3, 5.**

M: What Were the "Restoration Colonies"?

Reading: Taylor, *American Colonies* Ch. 12, "Middle Colonies, 1600-1700," 245-273

No Q & Q, please begin reading Karlssen for Wednesday.

W: Discussion Day

Karlssen, *The Devil in the Shape of a Woman*, Preface, 1-152.

☞ Screening of *The VVitch* (Lionsgate, 2015) at 7pm, Location TBA.

**Week 12: Apr. 10, 12.**

M: Discussion Day

Reading: Karlssen, *The Devil in the Shape of a Woman*, 153-252, Essays on *The VVitch*.

W: What Was "The Glorious Revolution"?

Reading: Taylor, Ch. 13, "Revolutions, 1685-1730" 338-362.

☞ Essay 3 due on Friday at 5pm, LeFrak 227.

**Week 13: Apr. 17, 19.**

M: How Was British Colonial Society Changing in the Eighteenth Century?  
Reading/Q & Q: Taylor, *American Colonies*, Ch. 15, “Awakenings, 1700-1775”  
Q & Q: Pauline Maier, “Popular Uprising and Civil Authority in Eighteenth-Century America,” *The William and Mary Quarterly* 27.1 (1970): 3-35.

W: Discussion/Debate:  
Were Colonists Becoming British or Becoming American?  
Q & Q: T.H. Breen, “Baubles of Britain’: The American and Consumer Revolutions of the Eighteenth Century,” *Past and Present* 119 (1988): 73-104.

**Week 14: Apr. 24, 26.**

M: What Was The Seven Years’ War And Why Does It Matter?  
Reading/Q & Q: Taylor, Ch. 18, “Imperial Wars and Crisis, 1739-1775,” 420-443.

W: Discussion/Debate/Review: What Were The Key Differences Between the Catholic and Protestant Invasions of North America?  
(Re)reading: esp. Las Casas, Le Jeune, Smith, Rowlandson, Resèndez, Seeman, Karlssen.

**Week 15: May 1.**

M: What is “Early America,” and Why Should You Study It? (Reprise)

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Final Exam (Projected): Wednesday, May 10, 2017, Altschul 805, 1:10-4:00 pm.