This course offers a chronological survey of the social history of the founding and growth of the colonies in British North America. We will explore the difficulties that European and African emigrants faced in creating new societies, economies, and polities in an unfamiliar and already inhabited environment, the impact of cultural contact on Native Americans, and the effects of diverse and often conflicting cultural goals and expectations on the early settlement and development of the colonies. We will also examine the gradual adaptations and changes in European, Native American, and African cultures, and their separate, combined, and often contested contributions to a new “provincial,” increasingly stratified (socially, economically, and politically), and regionally disparate culture. We will conclude by exploring later problems of maturity and stability as the thirteen colonies began to outgrow the British imperial system and become a new “American” society.

Course requirements: The course consists of two class meetings each week. The readings assigned for each class should be completed by that class meeting. (The “further readings” listed in the Reading Guide are not required.) You are expected to attend class and to come to all class meetings and discussion sections prepared to discuss and analyze the readings [20% of final grade]. The History 2121 (231) Reading Guide on Blackboard provides questions to help focus your reading for the class discussions. All reading assignments are available either through e-reserve (use the Library Reserves link on Blackboard or the e-reserves link on the Reading Guide), or by link to a database (JSTOR) or an online source from the Reading Guide (RG). If you miss a discussion section meeting (noted on the syllabus), you are expected to write a thoughtful evaluation (2-3 pages) of the assigned book. You are strongly encouraged to print the assigned articles and to purchase the assigned books from the bookstore; one copy of each book is on reserve in the library.

The essay assignments are an integral part of the course. Two critical analyses of primary documents (5 pages each) will be due during the semester [together, 40% of final grade]. A final take-home essay (10-12 pages) is due by the scheduled final-exam date for the course [40% of final grade]. The Extension, Deadline, and Grading Policy for the course can be found on the course home page.

All students are expected to read, understand, and abide by the Bowdoin College Academic Honor Code and by the rules of citation (When to Cite and How to Cite) described on the Bowdoin College Academic Honesty and Plagiarism website at http://www.bowdoin.edu/studentaffairs/academic-honesty/index.shtml.

James Deetz, In Small Things Forgotten: The Archaeology of Early American Life (1977, revised and expanded 1996)

The History 2121 (231) Reading Guide and other online sources can be found on Blackboard or at: http://www.bowdoin.edu/faculty/s/smcmahon/courses/hist231/index.shtml
1. 1/24 INTRODUCTION TO NORTH AMERICAN COLONIAL HISTORY

1/26 THE AGE OF DISCOVERY AND THE EXPANSION OF EUROPEAN EMPIRES

2. 1/31 ENGLISH HERITAGE: Society, economy, and politics in the 16th and 17th centuries

Guidelines for Writing a Critical Analysis of a Primary Document (LINK)
Bowdoin College, Academic Honesty and Plagiarism (LINK)
Bowdoin Library, Chicago-Style Citation Quick Guide. (LINK)

2/2 FIRST SETTLERS—FIRST SETTLEMENTS: “The Importance of Being English”

The “New World” and the Mixing of Cultures

3. 2/7 NATIVE NORTH AMERICANS: The first inhabitants of North America

2/9 DISCUSSION: THE CONTACT OF CULTURES

Establishing Colonial Settlements

4. 2/14 THE CHESAPEAKE BAY: The instability of a tobacco society

First Critical Analysis Due: Choose a document written between 1607 and 1700

2/16 THE ORIGINS OF THE SLAVE SYSTEM IN THE SEVENTEENTH-CENTURY CHESAPEAKE
5. 2/21 **DISCUSSION: NEW NETHERLANDS AND THE ATLANTIC WORLD**

*Note:* focus on the Prologue through Chapter 14, pp.1-300.

2/23 **NEW ENGLAND EMIGRATION:** Puritan ideals and English motives

**Thurs. Feb. 23, Lecture:** Ann Little, *The Many Captivities of Esther Wheelwright*

6. 2/28 **“PURITAN” FAMILIES AND “WELL-ORDERED” COMMUNITIES**

3/2 **DISAFFECTED NEW ENGLANDERS:** Alienated affections and the “declension” of Puritan New England

7. 3/7 **DISCUSSION: WITCHCRAFT IN A CONTENTIOUS SOCIETY:** The Late 17th century

3/9 **THE OTHER MID-ATLANTIC COLONIES IN THE LATE SEVENTEENTH CENTURY:** New Jersey and Pennsylvania

8. 3/28 **THE ENGLISH EMPIRE AND THE COLONIES IN THE LATE 17TH CENTURY:** The Glorious Revolution in America
Encyclopedia Britannica Online:
 Nathaniel Bacon; Culpeper’s Rebellion; Jacob Leisler; Charles Calvert, 3rd Baron Baltimore; Edmund Andros (LINKS)

*Eighteenth Century: Provincial Society*

3/30 **PROVINCIAL SOCIETY:** The search for identity

9. 4/4 **DISCUSSION: AMERICAN SOCIAL DEVELOPMENT AND THE CONVERGENCE OF REGIONS IN THE 18TH CENTURY**
4/6 SOUTHERN SOCIETIES IN THE EIGHTEENTH CENTURY

10. 4/11 To be determined
Second Critical Analysis Due: Choose a document written between 1701 and 1760

4/13 AFRICAN AMERICAN CULTURE AND COMMUNITIES

11. 4/18 DISCUSSION: EVOLUTION OF A CHESAPEAKE COMMUNITY

4/20 NEW ENGLAND IN THE 18TH CENTURY

12. 4/25 THE MID-ATLANTIC COLONIES IN THE 18TH CENTURY

British Colonial America at Mid-Century
4/27 THE EMPIRE AND THE COLONIES: Colonial warfare in the seventeenth and eighteenth centuries

13. 5/2 THE FEAR OF “CREOLEAN DEGENERACY”: American culture and American identity in the 18th century

5/4 DISCUSSION: THE EVOLUTION OF COLONIAL AMERICA: Evidence from everyday life
reading: James Deetz, In Small Things Forgotten (1977; revised and expanded 1996).

14. 5/9 AMERICA AT 1750: Toward the American Revolution?

Final Take-home Essay Due: Saturday, May 20, 12:00 noon