



Mercy Otis Warren, First Historian of the American Revolution. Painted by John Singleton Copley

HIS 316: Colonial and Revolutionary America

Prof. R. Kennedy

Department of History and Political Science

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Office Hours: Before and after class is usually a good time. Unless some official business pops up, I will be in my office MWF 10:30-11am and 2:30-3:30pm. I am usually in my office Tu and Thur mornings. Call if you want to make sure I am in the office. Drop ins or appointments are welcome.

"Unlike others, our civilization has always been extremely attentive to its past. Everything has inclined it in this direction: both the Christian and the classical heritage. Our first masters, the Greeks and the Romans, were history-writing peoples.

Christianity is a religion of historians.

Other religious systems have been able to found their beliefs and their rites on a mythology nearly outside of human time. For sacred books, the Christians have books of history, and their liturgies commemorate, together with episodes from the terrestrial life of a God, the annals of the church and lives of the saints.

Christianity is historical in another, and perhaps, even deeper sense.

The destiny of humankind, placed between the Fall and Judgment, appears to its eyes as a long adventure, of which each life, each individual pilgrimage, is in its turn a reflection. It is in time and, therefore, in history that the great drama of Sin and redemption, the central axis of all Christian thought, is unfolded."

-Marc Bloch, *The Historian's Craft*

(Bloch, a professor in France of Jewish ancestry, wrote this while in prison before being executed by the Germans in WWII for fighting with the French Resistance.)

We study and teach history primarily for four reasons.

First, God created it and put Jesus at the center of it.

God has some purpose for time, and we historians are "time detectives."

Second, within the fullness of God's time, there is the room for humans to create.

For some reason the Creator encourages humans to be creators.

We historians are the record-keepers and analyzers of human creativity: the arts, sciences, politics, religions, philosophies, all of it.

Third, historians help encourage and perpetuate the communion of humanity: the living and dead, strong and weak, victors and victims.

Listening is a historian's most useful tool. Empathy is our best method.

Wisdom and understanding are our highest goals.

Finally, historians are entrusted with a job both critical and judgmental.

We look for errors, lies, unintended consequences, and misguided goals.

We study the influence of Satan and the knots in which we tie ourselves.

We honor the virtuous, disdain the irresponsible, and condemn the evildoers.

We pass on to the next generation our criticisms and judgments in the hope of a better future.

-Prof. R. Kennedy

"He that would seriously set upon the search for truth, ought in the first place to prepare his mind with the love of it. For he that loves it not, will not take much pains to get it; nor be much concerned when he misses it."

-John Locke, Essay Concerning Human Understanding IV.xix.1

Course Goal:

This course is about the different cultural and political aspirations that competed with each other in the eastern half of North America from the 1500s to the War of 1812. British hopes and experiments are emphasized with an eye to how they were transformed on the provincial frontier toward development of the United States between 1763 and 1816.

Learning Outcomes:

1. Students will be able to evaluate and interpret various types of primary and secondary sources.
2. Students will be able to plan, structure, and write a research paper.
3. Students will be able to articulate the importance of studying Colonial and Revolutionary history.
4. Students will be able to identify ways to teach Colonial and Revolutionary History in schools and identify other career paths in history.

Grading:

Attendance is required. Non-attendance can lower grade up to one grade point.

Participation is required. Lack of participation in classroom discussion can lower grade up to one point.

Daily Reading Questions and Assignments: 1/3 of your grade.

Research Paper 1/3 (10-12 pages with required presentation in the annual Colt Conference.)

Final 1/3

The professor, in concert with "the people" of the class, have the right to adjust and revise this syllabus during the course.

Assigned Textbooks:

Timothy J. Shannon, *Iroquois Diplomacy on the Early American Frontier* (Penguin Library of American Indian History)

ISBN-10: 0143115294 ISBN-13: 978-0143115298

Joseph J. Ellis, *Founding Brothers* (Vintage)

ISBN-10: 0375705244 ISBN-13: 978-0375705243

Gregory Dowd, *A Spirited Resistance: The North American Indian Struggle for Unity, 1745-1815*

ISBN-10: 0801846099 | ISBN-13: 978-0801846090

Rick Kennedy, *The First American Evangelical: A Short Life of Cotton Mather* (Eerdmans)

ISBN-10: 0802872115 ISBN-13: 978-0802872111

Experiments: Iroquoia, Pax Hispanica, New France, New England, & Virginia

1. Introduction. The Indian Development of North America. Key North American Rivers. Discuss Research Paper
2. Humanistic Political Ideals c. 1500s: Protestant Reformation, Catholic Reformation, *Religious v. Secular* clergy, Complexities of Church/State/Economic Adventure, Las Casas in Venezuela. Discuss Ximénes de Cisneros, Adriaan Florensz Dedal (Pope Hadrian VI), and Las Casas in Kevin Starr's "Santa Domingo," from *Continental Ambitions* (Handout).
3. Spanish Missions in Florida, Marian Millennial Hopes of Franciscans, Immaculate Conception, Town/Presidio of St. Augustine. Discuss Kevin Starr's "Apalachee 1595," from *Continental Ambitions* (Handout).
4. New France, Arcadia & Quebec, Champlain, Brebeuf, "Fish, Fur, and Faith." Ursulines in Quebec and New Orleans. Discuss Samuel Champlain's "Duty of a Good Seaman," Kevin Starr's "Port Royal 1606" from *Continental Ambitions*, and Kennedy's "Happy Towns" (Handout).
5. **First Research Paper Assignment. Intro and Beginning Bibliography ,Primary & Secondary Sources.**
6. Discuss Shannon's *Iroquois Diplomacy on the Early American Frontier*, pp. 1-77.
7. Discuss Shannon's *Iroquois Diplomacy on the Early American Frontier*, pp. 78-169.
8. Discuss Shannon's *Iroquois Diplomacy on the Early American Frontier*, pp. 170-213.
- 9 The British Background to Virginia and New England. Queen Elizabeth, the Hakluyts. Discuss Cotton Mather's "Antiquities" from *Magnalia Christi Americana*, pp. 114-123.
10. The "Fiasco" of Jamestown. John Smith, Pocahontas. Discuss Kennedy's "Learning from Pocahontas, Squanto, and Hiacoomes." (Handout).
11. **Second Research Paper Assignment. Oral presentation about the structure and importance of your paper.**
12. The Founding of Plymouth and Massachusetts. Church Membership and Town Voting. Discuss Kennedy's "Building a City on a Hill" and Cotton Mather's "The Life of John Winthrop" from *Magnalia Christi Americana* (Handout).
13. Discuss Kennedy's *A Short Life of Cotton Mather*, Preface & Chaps 1-4.
14. Discuss Kennedy's *A Short Life of Cotton Mather*, Preface & Chaps 5-7.
15. The Founding of Pennsylvania, Philadelphia, and Quakers.

Enlightenment, Great Awakenings, and Slavery

16. Plantation Culture and Birth of a distinctive American form of Slavery and Racism. Edmund Morgan on the role of Bacon's Rebellion. Discuss Morgan "Toward Slavery"(Handout).

17. Theories of Race and Racism. Questions about the sources of a distinctive American form of racism. Discuss Morgan's emphasis on aftermath of Bacon's Rebellion in "Toward Racism"(Handout).
18. Christian Enlightenment: SPCK, SPG, The College of William and Mary, Thomas Bray, James Blair, & Francis Nicholson. Annapolis and Williamsburg. Savannah, Georgia, the Wesleys, Oglethorpe, Indians, and Slavery. Discuss Hammond's *John Wesley in America* (Handout).
19. George Whitefield, Jonathan Edwards, and Unifying the Colonies: The "First Great Awakening".
20. Cities in the Wilderness. Enlightenment and Georgian Culture and the British Empire 1680s-1780s.
21. **Third Research Paper Assignment: Oral presentation of First Draft of whole paper. February 26**
22. **Third Research Paper Assignment: Oral presentation of First Draft of whole paper. February 28.**

No Class on March 2 and then Spring Break.

23. Discuss Gregory Dowd, *A Spirited Resistance: The North American Indian Struggle for Unity, 1745-1815*, "Introduction" & chapters 1-2.
24. Discuss Gregory Dowd, *A Spirited Resistance: The North American Indian Struggle for Unity, 1745-1815*, chaps 3-4.

Revolutionary America and Early Republic

25. 1754-1763, George Washington and the French and Indian War. The Structure and Strength of French America.
26. 1763-1776, The perceived "long train of abuses." Discuss Kennedy's "The Declaration of Independence in American History" (Handout).
27. 1775-1783, George Washington and the Revolutionary War. Spain and France support the US.
28. 1783-1789, From Articles of Confederation to Constitution, the 3/5 Clause, "Necessary and Proper Clause," Ratification, Bill of Rights, State's Rights. Read the Constitution
29. Discuss Ellis' *Founding Brothers*, Preface and chap 1
30. Discuss Ellis' *Founding Brothers*, chaps 2-3
31. Discuss Ellis' *Founding Brothers*, chaps 4-5
32. Discuss Ellis' *Founding Brothers*, chap 6.
33. North America at the End of the War. Daniel Boone, George Rogers Clark, the high hopes of the West. James Wilkinson and the Spanish. Maritime New England. The American Commitment to De-centralized Power, The Articles of Confederation. Northwest Ordinance. Religious Freedom.

Papers Due April 11, Oral Presentations at Colt Conference on April 12, Phi Alpha Theta in Bakersfield on April 14

34. Native American Hopes and Politics from Pontiac to Tecumseh. Discuss Gregory Dowd, *A Spirited Resistance: The North American Indian Struggle for Unity, 1745-1815*, chaps 5-6.
35. Discuss Gregory Dowd, *A Spirited Resistance: The North American Indian Struggle for Unity, 1745-1815*, chaps 7-9, and Afterwards.
36. An American Culture/Republican Simplicity: The Design of Washington DC; Charles Wilson Peale, Charles Bulfinch, Benjamin Latrobe, Benjamin Rush, Noah Webster, Mercy Otis Warren, Abigail Adams and Republican Womanhood, John Adams on Simplicity, Thomas Jefferson on the arts.
37. Madison and Invasion of Canada. War of 1812. The larger meaning of the Battle of New Orleans. The Star Spangled Banner and An Era of Good Feeling
38. On-going problems with Equality: Slavery, Women's Rights, States Rights and Nationalism. Robert Cole's Plan to End Slavery and the Failure of Jefferson and Madison.
39. John Quincy Adams and North America Aspirations, Mexico, Britain, to the Pacific

