



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

HIS 3016: Colonial and Revolutionary America

Prof. R. Kennedy
 Department of History and Political Science
 Office: Colt Hall 209
 Office Phone: 619-849-2537
 Office Hours: Before and after class is usually a good time. Unless some official business pops up, I will be in my office MWF 2:45-4 and Tu-Th 12-2pm. 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: 20% of grade.

Notebook assignments: 10% of grade.

Research Paper Process: 10% of grade.

Research Paper (10-12 pages): 35% of grade.

Final: 25% of grade.

Assigned Textbooks:

Ben Franklin, *Autobiography and Other Writings* MAKE SURE TO GET the Oxford World Classics Edition
ISBN: 9780199554904

Rick Kennedy, *The First American Evangelical: A Short Life of Cotton Mather* (Eerdmans)
ISBN-10: 0802872115 ISBN-13: 978-0802872111

Gregory Evans Dowd, *A Spirited Resistance: The North American Indian Struggle for Unity 1745-1815*
ISBN 9780801846090

Notebook dedicated to this class. Bring them to every class. You will draw maps and make distinctive notes on readings that will be reviewed by the professor.

Christian Missionary/Imperialistic Experiments: 1500-1700

1. Introduction. Key North American Rivers.
Discuss Research Paper Ideas
2. Indian Development of North America, Cahokia and Teotihuacan
Draw map. Discuss archaeology/history of Cahokia and Teotihuacan
3. Millennial Hopes of Franciscans, New Spain and *Pax Hispanica*.
Discuss "Kevin Starr on Las Casas and Florida" from *Continental Ambitions*.
4. New France, Acadia & Quebec
Discuss Kevin Starr's "Port Royal 1606" from *Continental Ambitions*.
5. Jesuits, Champlain, Brebeuf, and St. Kateri Tekakwitha and the Creation of the Iroquois Confederacy
Discuss "Champlain and Jesuit *Relations*."

The Beginnings of British Tradition

6. The British Background to a New England: Cotton Mather on the History of Freedom and Migration to America.
Discuss *Eleutheria* and *Antiquities*
7. The Bible in British Colonial Aspirations and Politics
Discuss Noll Introduction to *In the Beginning was the Word* and *Noll Beyond Christendom*
8. Powhatan, John Smith, and the Founding of Jamestown
Discuss John Smith's *True Relation*
9. Thinking about similarities and differences of Imperialism and Christianity North America in 17th century.
Discuss Kennedy's "Happy Towns" and "Learning from Pocahontas, Squanto, and Hiacoomes."
10. City on a Hill: John Winthrop, the Founding of Massachusetts Bay, and the Example of Sudbury.
Discuss Kennedy's "City on a Hill"
11. Struggles of the 1670s-80s: Bacon's Rebellion, French and Iroquois, Puritans and Wampanoags
Discuss Edmund S. Morgan's "Toward Racism."
12. River Systems of the Middle Colonies: Indians and Quakers in Pennsylvania
Discuss *William Penn Writings*

13. Cotton Mather and the New Empire
Discuss first half of Kennedy *First American Evangelical*.
14. Cotton Mather, Georgian Williamsburg, and Slavery
Discuss second half of Kennedy's *First American Evangelical*
15. Georgia, SPG, John Wesley, and the Hope of the British Empire
Discuss Geordan Hammond's *John Wesley in America*
16. Jonathan Edwards and the Great Awakening
Discuss *Jonathan Edwards*

Research Paper Presentations October 14 & 16

Growing Hopes and Tensions, 1720s-1775

17. The Enlightenment and Education in the Early 18th century
Discuss Cremin on *Education* and Turner on *Colleges*
18. The French and Indian War, Albany Plan of Union, and Proclamation Line of 1763
No assigned reading—work on research papers
19. Ben Franklin and the Enlightenment
Discuss Franklin's *Autobiography* 1st half

Papers Due: October 23 before Fall Break

20. Ben Franklin and Philadelphia before 1750s.
Discuss Franklin's *Autobiography* 2nd half.
21. Indian Prophets and Politics:
Discuss Gregory Dowd, *A Spirited Resistance*, Intro and Chapters 1-2.
22. Young George Washington and the West
Discuss: Francis Jennings' *Washington in 1754* and review of *Papunhank*

War for Independence

23. Events Leading to the Declaration of Independence 1763-1776
Discuss Kennedy's "The Declaration of Independence in American History"
24. The States and the Revolutionary War.
Discuss Kennedy's outline of the war
25. The Bible in Revolutionary Rhetoric and Argument
Discuss Noll's *In the Beginning was the Word*

Making a New Nation

26. 1783-1789 From Articles of Confederation to Constitution
Discuss Mercy Warren on the Constitution
27. The First Washington Administration and Getting the Country Started
Discuss the Compromise of 1790

Early National America

28. Washington DC and the New Republican Culture
Discuss David Shi's *Republicanism Transformed*
29. John and Abigail Adams, Thomas Jefferson, and Alexander Hamilton
Discuss characterizations in videos
30. A Pacifist Perspective, Mercy Otis Warren, and Hannah Mather Crocker
Discuss Pacifist readings, Warren's history, and Crocker's "Real Rights of Women"
31. Slavery and the New Nation, The 1619 Project
Discuss
32. Native American Hopes and Politics from Pontiac to Tecumseh.
Discuss Gregory Dowd, *A Spirited Resistance*, chaps 5-6.
33. Finish Dowd's *Spirited Resistance*
Discuss chaps 7-9 and Afterwards
34. Loyalty of the West, Lewis & Clark, and the Burr Conspiracy
Discuss assigned videos

35. 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
Discuss assigned video.

32. Review



STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to

notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU COPYRIGHT POLICY ⓘ

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY ⓘ

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY⊕

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

PLNU ATTENDANCE AND PARTICIPATION POLICY⊕

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#).

USE OF TECHNOLOGY⊕ *Note: Add this section if teaching an Online or Hybrid course.*

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.