**Florida Atlantic University**

**Department of History**

Colonial North America

AMH 4110-36843

3 Credit Hours

Spring 2017



Tuesday 4:00 - 6:50 p.m.

Meeting Room: AL 242

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Office Location: AL 156

**Course Description**

Old Worlds collided and a New World began when European explorers and Native Americans came face to face. This is the story of how colonists settled and missionaries advanced, how some Indians welcomed them and others pushed back, and how fortunes grew and empires went to war. We also examine why pirates pillaged, witches were hanged, slaves revolted, and prophets began new religions. Using a variety of original records, this course traces the rise of the British, French, and Spanish empires and powerful Native American counterparts. Topics may include: exploration and settlement; Native American cultures and trade; the Caribbean; slavery and immigration; commerce and piracy; everyday life and the material world; religion and politics.

**Goals for Student Learning**

Rather than assume that we already understand the American past, our guiding principle as historians will be that we *cannot* understand the past unless we approach it on its own terms. Instead of imposing our preconceptions of “colony” and “empire,” throughout this course we will ask ourselves what those political terms meant to an array of people—primarily migrants— and how those meanings and functions changed over time. In short, we will *historicize* 17th- and 18th-century American colonies and empires by looking for evidence of how they developed and changed in response to new circumstances. We will also historicize other key ideas and systems that may seem familiar but in fact developed historically, including ideas about household organization, slavery and freedom, and commercial development. By the end of the course, students will come to think of early America’s polities, ideologies, economies, and demography as interconnected historical processes that defy simple, static summarization.

Engaging with the course material in this way will provide students with opportunities to develop as historical thinkers. The overarching goal of this course is for students to use their growing knowledge of colonial American history to develop the best practices of historical thinking.

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| What is historical thinking?   1. To reconstruct the experiences and belief systems of people of the past by **putting ourselves into their shoes**, imagining ourselves in their strange world, and interpreting the surviving fragments of evidence 2. To understand the past as a place in which **things constantly changed** because of how real people made decisions in response to the historical contexts around them 3. To situate those people and their actions **within a variety of contexts** that informed their decisions**,** such as ideologies, religious beliefs, cultural assumptions, economic structures, demographic patterns, or material conditions 4. To **debate** **competing interpretations** of historical evidence in an effort to arrive at deeper understanding |

Historians are empiricists; it is impossible to use these historical ways of thinking without having ready access to a basic knowledge of colonial America. In this course we will build up our knowledge base of names, dates, and other concrete information. Historians use “facts” to assess change over time by establishing chronologies and sequences, to see connections to relevant contexts, to flesh a substantive understanding of those contexts, and to evaluate the validity of other historians’ arguments about the past. In this course we will not learn information simply for the sake of knowing it—we are using it as a means toward thinking about the past as historians would. For this reason, students should think of “ready access” to information as both a personal knowledge of essential knowledge that we will learn in the course (e.g., that King Philip’s War occurred in New England and began in June 1675) and an ability to locate and use reference sources when appropriate (e.g. to verify the timing and sequence of battles that occurred during the King Philip’s War).

**Instructional Methods**

In each week, our class meeting will be in a weaving together of **student** **discussions with lectures**. Although the **reading assignments** alone are not sufficient to reach our goals, they are essential prerequisites for practicing historical thinking in the classroom. Students will also apply principles of the historical discipline in short **analytical papers** submitted to Canvas at 10 a.m. on the day of class as well as through **in-class assignments**.

The reading assignments generally consist of **"primary sources,"** which means anything written by the people whom we are studying. Primary sources are the grist for historians’ arguments. Our work as historians is empirical: our arguments must grow from the evidence contained in primary sources. And yet to understand these texts we must know something about the world of the past, based on the work of other historians. Because a primary text is a product of its historical contexts, a scholar writes and talks about it with reference to those demographic, political, social, cultural, and economic trends that surrounded it in its moment of creation. Students will practice doing this when reading, writing, and talking about the primary sources assigned in this course. Primary sources present the best opportunity for students to practice and demonstrate original historical thinking.

In the case of Laurel Thatcher Ulrich's book *Good Wives* and Rhys Isaac’s *Transformation of Virginia*, we will read **a monograph** or **secondary source**. A monograph is a book that makes an argument about a single topic. A scholarly work such as this is the bread and butter of the historical profession; this is a common way that historians communicate new ideas and interpretations to one another. Usually the ideas are provisional— readers must be skeptical of the text and decide whether the author presents adequate evidence to defend the thesis. Each scholarly work presents just one point of view. Often a work is in conversation with other works, perhaps confirming and expanding their arguments, offering minor adjustments, or challenging them entirely. In this course, students should approach this reading assignment as a model for historical writing.

**Required Texts**

Course books are available on reserve at the Library and for purchase at the bookstore. As an alternative, students may purchase books at online retailers such as <http://www.alibris.com> or <http://www.amazon.com>.

Required readings will come from:

***Note***

**If a primary source appears on Canvas, you must print it out and bring it to class.**

1. Paul G.E. Clemens, *The Colonial Era: A Documentary Reader* (Oxford, UK: Blackwell Publishing, 2008) [ISBN 9781405156622](http://amzn.com/1405156627)
2. Alan Taylor, *Colonial America: A Very Short Introduction* (New York: Oxford, 2012) [ISBN 9780199766239](http://amzn.com/0199766231)
3. Laurel Thatcher Ulrich, *Good Wives: Image and Reality in the Lives of Women in Northern New England, 1650-1750* (Knopf, 1991) [ISBN 9780679732570](https://amzn.com/0679732578)
4. The Canvas course website at <https://canvas.fau.edu/>. Log in with the username and password associated with your e-mail account. **You must print out Canvas primary source readings and bring them to class.**

Recommended/Optional Textbook:

1. Alan Taylor, *American Colonies: The Settling of North America* (Penguin, 2002) [ISBN 9780142002100](https://amzn.com/0142002100)

**Course Requirements and Student Commitments**

1. **Attendance** is expected at every meeting of the class, and missing more than one class will hurt your participation grade significantly.

***Note***

**If a primary source appears on Canvas, you must print it out and bring it to class.**

1. Each student **must** **read the assigned primary and secondary sources** with a curiosity that allows them to be surprised by the strangeness of the past rather than looking for evidence for preconceived notions that may be inaccurate.

Students must also approach reading assignments as **opportunities to practice critical thinking**, rather than simply as “material” that must be “covered.” A foolproof way to meet this commitment is to read with pencil in hand, taking brief notes on a separate sheet of paper, and marking important points in the text, meaningful patterns, or perplexing issues. This will prepare students to arrive in class ready to discuss how we can interpret and understand those texts with reference to our growing knowledge of colonial America’s cultural, social, economic, and political developments.

**If a primary source has been assigned as due on a particular day, you must bring that source to class.**

1. Students are responsible for **short analytical papers** on a rotating basis, according to his or her membership in the **Red Group**, **Blue Group**, or **Purple Group**. The course schedule assigns which group is responsible for providing a paper on any given day.   
     
   By 10 a.m. each member of the designated group is expected to upload to Canvas a short analytical paperon those primary sources. Instructions will be provided. **Bring a printed copy of your paper to class** for personal reference during our discussion, making it a snap to get full participation points for the day.
2. Students will complete very brief **quizzes** via Canvas in weeks when they are not writing papers. These are due at 10 a.m. with no grace period.
3. Students are expected participate in **class discussions of historical problems** regularly, thoughtfully, and consistently. Successful participation is more than simply speaking one's mind; participants should listen to their classmates' comments, consider them, and respond to them thoughtfully. Because historians bring multiple points of view to the past, students should respect the opinions of others while simultaneously raising questions for them that aid our effort for deeper understanding. A **daily** **participation** grade will be based mainly on a clear demonstration that a student is working toward the course goals described above, rather than merely speaking up in class (see “Participation Grading Criteria” below).
4. Almost every week, **formal in-class assignments,** including **group work and mini-papers** contribute to the “in-class assignments” portion of the grade.
5. Finally, each student will write a **midterm exam** and **final exam** in which they will have opportunities to exhibit historical thinking. The formats will be explained at least one week before the exams.

**Administrative Policies**

1. **Academic Integrity:** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations: <http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf>

Some Academic Integrity policies specifically for this class:

* Yes, you may study in groups outside of class.
  + You may work with another student to comprehend the reading. If that reading is the basis for a writing assignment, you and the other student must take separate personal notes. You and the other student must write your interpretations/arguments separately in different rooms and without communicating. For any written work that is to be submitted on an individual basis, **I expect the words and ideas of your submission to be your own in their entirety**. To do otherwise is plagiarism.
  + Feel free to refer to and rely on readings and your class notes in your written work, but **to avoid** **plagiarism** **adopt the following standard academic practices:**

→ Any time that you **string together words** taken from a source either by direct quotation or close paraphrasing, you **must identify the source** (author, title, and page number) in a footnote according to Chicago citation style (see handout on Canvas).

→ If you are using the **exact same words**, **use quotation marks** for those words that are directly taken from that source. This includes all printed material or anything copied-and-pasted from an electronic resource. A footnote is required.

→ When you are more broadly **paraphrasing, or using the idea of another person**, you should **identify** that person (e.g.: “As Jones says,”) along with the title of the work and the appropriate page number using a footnote.

**2. Attendance:** Absences earn **zero participation points** for that week. The grading structure already incorporates **one** **free** **absence** without penalty. It is wise to save this for unforeseen events such as family emergencies. Every absence thereafter for any reasonwill receive zero points, thus lowering your overall grade by 1.8%. The only exceptions are a student’s own medical or personal emergency, religious observances (see “Religious Observances” below), and officially sanctioned travel such as for intercollegiate sports. For one of these exceptions to be recognized, official documentation is always required.Family events and ticketed travel are not valid reasons to miss class.

**3. Late Papers:** Students may turn in late papers without penalty **only** **if** they can provide written proof of sickness or major emergency or they have made prior arrangements with the instructor or TA at least 24 hours in advance. In all other circumstances, a student may turn in a late paper with a penalty of **–10%** per 24-hour period it is late. (E.g. A paper that was due Thursday at 11:00 a.m. but is turned in Friday at 1:30 p.m. is penalized –20%.)

**4. Missing Papers**: If you do not turn in an assignment, it earns zero points. This is the single greatest cause of students failing this class.

**5. Missed Online Quizzes and Missed In-Class Work**: There is no grace period for missed quizzes or missed in-class assignments: they will receive zero points. However, students with excused absences (i.e. documented medical or religious) will not be penalized with zeroes.

**6. Missed Exams:** Students may not miss an exam for any reason except a documented medical emergency (doctor’s note required), other unforeseen major emergency, or religious observance. Ticketed travel and family events are not valid reasons for missing exams.

**7. Student Papers Used in the Classroom:** The instructor will display and discuss anonymous student papers within the classroom to teach writing skills. No student may disseminate these sample papers beyond the walls of the classroom. These sample papers are to remain anonymous.

**8. Accommodations for Students with Disabilities:** In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures. For more information, go to <http://fau.edu/sas/>

**9. Religious Observances:** In keeping with FAU policy, students who expect to miss a class or exam to observe a religious holiday can expect reasonable accommodations. The student must notify the instructor of the conflicting dates no later than the third week of the semester.

**10. Electronic Devices:** During our class,personal electronic devices and **phones must be out of sight and placed in “silent” mode**. A student found to be in violation of this policy—in either the lecture hall or the workshop section—will lose *at least* one additional Participation point for that week depending on how many times the student has already violated the policy.

**11. Laptops:** Students may use laptops for note-taking. However, if a student is observed using the laptop for any other purpose, including browsing the internet for any reason, that student will no longer hold the privilege.

**Breakdown of Final Course Grade**

Each student’s success in the course will be assessed according to his or her mastery of course material and demonstrations of historical thinking in the classroom and outside of it.

4 Short Analytical Papers (50 pts. / ea.) 200 pts.

6 Quizzes (15 pts. / ea.) 90

Daily Participation for best 12 of 13 meetings (18 pts. / ea.) 216

In-Class Assignments (variable pts. / ea.) 120

Midterm Exam 144

Final Exam 230

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Total possible 1,000 pts.

| Participation Grading Criteria |
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| 17- or 18-pt. participation: a student arrives having considered the readings at length and makes frequent, enthusiastic, and respectful contributions that move the group’s conversation forward by building on other participants’ contributions or by clarifying their ideas. |
| 16-pt. participation: a student still contributes thoughtfully, respectfully, and enthusiastically but does it less frequently or insightfully. |
| 15-pt. participation: a student makes superficial contributions, even if they are on topic, usually resulting from a student not thinking much about the reading before coming to class. |
| 14-pt. participation: a student is present and somewhat attentive but demonstrates no effort to contribute to discussion. |
| 13-pt. participation or lower involves actively disturbing others, sleeping, using an electronic device, arriving late, or leaving in the middle of class, except in cases of emergency. |
| Absences receive zero points. |

**Course Grading Scale**

In calculating the overall course grade, the point totals will be converted to letter grades by the following table:

930 points and above …… A

900 – 929 pts. A-

870 – 899 pts. …………… B+

830 – 869 pts. B

800 – 829 pts. …………… B-

770 – 799 pts. …………… C+

730 – 769 pts. C

700 – 729 pts. …………… C-

650 – 699 pts. D

649 points and below …... F

**Attendance Policy**: Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

**Late work and absences**: Papers turned in late will be penalized. Students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities; students may make up missed work without any reduction in the student’s final course grade. Reasonable accommodation will be made for students participating in a religious observance.

**Grades of Incomplete** (“I”) are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances (documented illness, death or severe illness in the family, unexpected hospitalization, or severe family crisis).

**Students with disabilities**: In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses.

**Code of Academic Integrity policy** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

***Student Participation in Assessment***

If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term paper.

**Course Schedule**



**January 10 Spanish and English Beginnings**

Reading: Taylor, *Colonial America*, 16-28

Classroom Topics: Why Strike Out? Columbus’s Mission

The Indians Meet Columbus

Spain’s Expansion and American Riches

English Dreams for the New World

Virginia’s Powerful Powhatan Indians

**January 17 First English Settlements: Planters in**

**Virginia, Puritans in New England**

Reading Due: Captain John Smith Describes Virginia

Indian Society (on Canvas)

Taylor, *Colonial America*, 51-65

Paper Due: Paper #1—**Red Group**—due at 10:00 a.m.

Quiz Due: Canvas Quiz—**Blue Group** and **Purple Group**—due at 10:00 a.m.

Bring to Class: Clemens, ed., *Colonial Era*

Captain John Smith Describes Virginia Indian Society (on Canvas)

Printout of Paper #1 if you are in the **Red Group**

Classroom Topics: John Smith’s Assessment of the Powhatan Indians

English and Indians Facing Off in Virginia

\*Servant Labor and the Economic Boom in Virginia

(\*need *Colonial Era*)

A Frontier Uprising and the Unstable World of Virginia

Puritans’ Troubles in England and Hopes for America

\*The Enemy Within: Witch-Hunting in New England

(\*need *Colonial Era*)

**January 24 Puritans and Indians in New England**

Reading Due: A Witchcraft Trial in New England

(on Canvas)

Taylor, *Colonial America*, 66-76

Paper Due: Paper #1—**Blue Group**—due at 10:00 a.m.

Quiz Due: Canvas Quiz—**Red Group**

and **Purple Group**—due at 10:00 a.m.



Bring to Class: Clemens, ed., *Colonial Era*

A Witchcraft Trial in New England   
 (on Canvas)

Printout of Paper #1, if you are in

the **Blue Group**

Classroom Topics: Witches and Prophets

Hard-Scrabble New England Life

\*How Did New Englanders

Enshrine Their Values?

(\*need *Colonial Era*)

Native Americans in New England: Trade, War, and Terror

**January 31 Women’s Lives and Early French America**



Reading Due: Laurel Thatcher Ulrich, *Good Wives: Image and Reality in the*

*Lives of Women in Northern New England, 1650-1750*,

pp. 35-86, 126-164

Paper Due: Paper #2—**All Groups /** **Everyone**—due at 10:00 a.m.

Bring to Class: Ulrich, *Good Wives*

Printout of Paper #2

Topics: Women’s Roles and Lives in New England

Early French America: Indian Souls and Animal Pelts

**February 7** **Diversity in The Dutch and English Mid-Atlantic Colonies**

Reading Due: English Memo Assessing the French Empire (*Colonial Era*, pp. 124-126)

Taylor, *Colonial America*, 35-44, 91-96

Paper Due: Paper #1—**Purple Group**—due at 10:00 a.m.

Quiz Due: Canvas Quiz—**Blue Group**

and **Red Group**—due at 10:00 a.m.

Bring to Class: Printout of Paper #1 if in the **Purple Group**

Classroom Topics: \*The Workings of the French Empire

(\*need *Colonial Era*)

New Netherland and the Dutch Commercial Empire

The Conquest of New York and Life in an Occupied

Province

Opportunity in Quaker Pennsylvania

Indians and Pennsylvania’s Promise of Peace

**February 14 Florida, the Caribbean, and South Carolina:**

**Pirates, Indians, and Slaves**



Reading Due: Dutch Ministers Assess the

Diversity of New Amsterdam

(on Canvas)

Taylor, *Colonial America*, 77-89

Paper Due: Paper #3—**Red Group**—due 10:00 am

Quiz Due: Canvas Quiz—**Blue Group**

and **Purple Group**—due 10:00 am

Bring to Class: Clemens, ed., *Colonial Era*

Dutch Ministers Assess the

Diversity of New Amsterdam

(on Canvas)

Printout of Paper #3, if applicable

Classroom Topics: Pluralism and Diversity in a Dutch

American Town

Pirates and Plantations in the

Caribbean

\*How to Read Between the Lines of

the Law: Servant and Slave Codes

(\*need *Colonial Era*)

Spanish Florida’s Place Between Empires

Guns, Deerskins, and Indian Slavery in South Carolina

**February 21 What Tied Together the English Colonies: The King and the Slave Trade**

Reading Due: Hans Sloane, Observations on Living in Jamaica, 1707 (*Colonial Era*, 98-100)

Taylor, *Colonial America*, 96-100

Paper Due: Paper #3—**Blue Group**—due at 10:00 a.m.

Quiz Due: Canvas Quiz—**Red Group** and **Purple Group**—due at 10:00 a.m.

Bring to Class: Clemens, ed., *Colonial Era*

Printout of Paper #3 (if applicable)

Classroom Topics: Adapting to Caribbean Life

\*The Atlantic Slave Trade

(\*need *Colonial Era*)

Revolutionary Uprisings and the Consolidation of British America

Midterm Exam Preparation

**February 28 Midterm Exam**

Bring to Class: Blank “Blue Book”—available for free at the Student Union

Exam: Midterm Exam (*Format:* ID Terms—explain the significance,   
 and One Essay—explain major trends in Colonial America)



**March 7 Spring Break**

**March 14 Immigrants and African Slavery**

Reading Due: Taylor, *Colonial America*, 86, 100-103

Bring to Class: Clemens, ed., *Colonial Era*

Classroom Topics: Immigration, Ethnicity, and Diversity

Cities and Towns

The Ubiquity of Slavery in the North and South

African Americans: Everyday Life, Resistance, and Insurrection

\*How to Use Fugitive Slave Advertisements to Find Hidden Biographies

(\*need *Colonial Era*)

**March 21 Economic Life: Merchants, Pirates, and Consumers**

Reading Due: Advertisements for the Recapture of Fugitive Slaves (on Canvas)

Taylor, *Colonial America*, 103-104

Paper Due: Paper #3—**Purple Group**—due at 10:00 a.m.

Quiz Due: Canvas Quiz—**Blue Group** and **Red Group**—due at 10:00 a.m.

Bring to Class: Clemens, ed., *Colonial Era*

Advertisements for the Recapture of Fugitive Slaves (on Canvas)

Printout of Paper #3, if applicable



Classroom Topics: Unearthing African-   
 American Biographies

\*Overseas Trade and the Lure of Piracy

(\*need *Colonial Era*)

\*Doing Business

(\*need *Colonial Era*)

\*Consumer Goods and the

Stuff that People Owned

(\*need *Colonial Era*)

**March 28 How to Communicate Across Distances in Colonial America**

Reading Due: Inventories of Colonists’ Belongings (*Colonial Era*, 149-152, 154-157)

No Paper Due: Paper #4—**Red Group**—**now due** **Saturday, April 1 at 11:59 p.m.**

Quiz Due: Canvas Quiz—**Blue Group** and **Purple Group**—due at 10:00 a.m.

Bring to Class: Clemens, ed., *Colonial Era*

Classroom Topics: \*Rummaging Through Colonial Households

(\*need *Colonial Era*)

Long-Distance Communication—News and Newspapers

\*Books and Learned Societies

(\*need *Colonial Era*)

Holidays and Parades

**April 4 Family Life and the Organization of Society**

**Meet at the Library near the Elevators**

Reading Due: none

Classroom Topics: The Actual Books that Colonists Owned and Used (at FAU’s *Weiner   
 Collection*)

Inside the Colonial Family: Patriarchy



**April 11 Politics and Religion**

Reading Due: Life and Experience of a Wealthy Tobacco Grower (*Colonial Era*, 173-175)

Rhys Isaac, *The Transformation of Virginia, 1740-1790*, 38-42, 110-114 (on Canvas)

Taylor, *Colonial America*, 104-105

Paper Due: Paper #4—**Blue Group**—due at 10:00 a.m.

Quiz Due: Canvas Quiz—**Red Group** and **Purple Group**—due at 10:00 a.m.—includes material from both the primary source and Rhys Isaac’s *Transformation of Virginia*

Bring to Class: Clemens, ed., *Colonial Era*

Printout of Paper #4, if applicable

Classroom Topics: \*A Gentleman’s View of Family and Slaves

(\*need *Colonial Era*)

Changes in the Family: Parents and Children, Husbands and Wives

Royal Government and Roles of Representative Assemblies

Religious Life and Social Order

The Great Awakening’s Spiritual Challenge to Worldly Authority



**April 18 War Between Empires**

Reading Due: Teenager Hannah Heaton’s Conversion Experience (on Canvas)

Taylor, *Colonial America*, 44-50, 106-115

Paper Due: Paper #4—**Purple Group**—due at 10:00 a.m.

Quiz Due: Canvas Quiz—**Blue Group** and **Red Group**—due at 10:00 a.m.

Bring to Class: Printout of Paper #4, if applicable

Teenager Hannah Heaton’s Conversion Experience (on Canvas)

Classroom Topics: Emotional Torment in the Great Awakening

The World After the Great Awakening

Imperial Wars and How to Fight Them

The Results of the Great Contest for North America

The Coming of the American Revolution: Nationalism and Imperial Reform

**Tuesday, May 2**

**4:00-6:30 p.m.**

Bring to Class: Blank “Blue Book”—available for free at the Student Union

****Exam: Final Exam (*Format:* ID Terms—explain the significance,   
 and Two Essays—one comprehensive, one on the 2nd half of the course)