

Andrew Lipman  
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Office Hours: Mondays 2-4 & by appt.

HIST BC 3XXX  
Barnard 406  
Mondays, 11:00-  
12:50



### Colonial Gotham New York City, 1609-1776

This class is not a “pre-history” of the modern metropolis, but rather a stand-alone story of Gotham’s growth from a tiny Dutch trading post in the midst of hundreds of Native villages into a key port of the first British Empire. We will close at the dramatic moment when the colonial society at the tip of Manhattan was torn apart and partially destroyed in the inter-imperial civil war we know as the American Revolution.

Even when its skyline was made of wooden masts and steeples, New York City was a diverse and dangerous place. Major topics will include frontier wars, slave conspiracies, religious revivals, and conflicts between the legitimate and contraband economies. All along, we will try to balance local and global perspectives, and blend social, cultural, political, and economic analyses. The course will also consider this colonial town’s place in American national memory, and critically approaching the many self-congratulatory and silly stories people like to believe about this long-lost island town.

The central texts in this course are a combination of secondary sources and primary texts. Our weekly meetings will mostly focus on the assigned reading, with each student submitting six (6) short reading responses on Courseworks before 9 am on the day of class. Students will also develop an original fifteen-to-twenty-page research paper on a colonial New York topic of their own choosing, and will be strongly encouraged to use archival resources held at Columbia or one of the city’s other major archives (NYPL, N-YHS, Municipal Archives).

Evaluation and Deadlines

Informed and Active Participation	15%
Reading Responses (5% each x 6)	30%
Field Trip Report (10/5)	5%
Proposal and Bibliography (10/19)	15%
Fragment and Outline (11/25)	5%
Rough Draft	5%
Final Research Paper	25%

### 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 both physical and textual evidence to construct narratives about the past.
- Independently interpret a selection of primary and secondary sources and construct an original argument from those sources in clear academic prose.
- Present and debate textually-grounded arguments in class discussion.

### 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.

Required Books (on sale in bookstore and on reserve at the library):

Jill Lepore, *New York Burning: Liberty, Slavery, and Conspiracy in Eighteenth-Century Manhattan*. New York: Vintage Books, 2005.

Russell Shorto, *The Island at the Center of the World: The Epic Story of Dutch Manhattan and the Forgotten Colony that Shaped America* (New York: Vintage Books, 2004).

Thomas M. Truxes, *Defying Empire: Trading with the Enemy in Colonial New York* New Haven: Yale University Press, 2008.

Adriaen Van Der Donck, *A Description of New Netherland*. Lincoln: University of Nebraska Press, 2009.

All Other Readings Will Be Posted Under “ Courseworks

Response papers are exercises that will spark our discussions. They are also assignments designed to make you become a better reader and a better writer.

Students are required to hand in eight (8) response papers to the daily reading over the semester. Four (4) papers, no more or no less, must be submitted before Spring Break, and four must be submitted after.

## Class Schedule

### Part I: The Dutch Town

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Week 1. Approaching a Colonial Place. September 14.

Introductions, Ice-Breakers, Syllabus Review, Defining Timelines and Terms.

Week 2. Contact and Colonization. September 21.

Reading:

Evan Haefeli, "On First Contact and Apotheosis: Manitou and Men in North America," *Ethnohistory* 54.3 (2007): 407-444.

David Steven Cohen, "How Dutch Were 'The Dutch of New Netherland?'" 62.1 (1981): 43-60.

Anne-Marie Cantwell and Diana diZerega Wall, "Landscapes and Other Objects: Creating Dutch New Netherland" *New York History* 89.4 (2008): 315-345. **In class, Field Trip Assignment will be handed out, along with Cantwell and Wall, *Touring Gotham's Archaeological Past*, 3-53.**

Week 3. The Munsee Towns and the Dutch One. September 28.

Reading: Van Der Donck, *Description of New Netherland*, ix-xix, 1-142.

**In class, Potential Research Topics and Writing Guide Handed Out.**

Week 4. The Frontier Town. October 5.

Reading: Shorto, *Island at the Center of the World*, 1-283.

**Field Trip Assignment Due at the Start of Class.**

Week 5. The Late Dutch Town. October 12.

Reading: Shorto, *Island at the Center of the World*, 284-318.

Susanah Shaw Romney, "Intimate Networks and Children's Survival in New Netherland in the Seventeenth Century," *Early American Studies*, 7.2 (2009): 270-308.

Jaap Jacobs, "'It Has Pleased the Lord That We Must Learn English': Dutch New York After 1664," in Deborah L. Krohn and Peter Miller, eds., *Dutch New York Between East and West: The World of Margrieta van Varick* (New Haven: Yale University Press, 2009), 55-66.

Week 6. Research Projects. October 19.

**Initial Research Proposals and Bibliographies Due at the Start of Class.**  
Meeting at Rare Book and Special Collections, Columbia University Library.

Week 7. The Anglo-Dutch Town in Primary Sources. October 26.

Jasper Danckaerts, "The Journal of Jasper Danckaerts," 1-47 (1689)

Charles Wooley, "Two Years' Journal in New York," 8-47. (1701)

Week 8. Research Consultations. November 2.

No Class Meeting. **Students will schedule individual consultations with Professor Lipman during class time and office hours (11 am-4 pm).**

Week 9. The City of Slaves. November 9.

Reading: Lepore, *New York Burning*, xi-232.

Week 10. The City of Smugglers. November 16.

Reading: Truxes, *Defying Empire*, 1-210.

Week 11. Research and Writing Week. November 23.

No Class Meeting, First Fragments (5+ pp.) and Outlines Due to Professor Lipman ([alipman@barnard.edu](mailto:alipman@barnard.edu)) by November 25.

Week 12. The City in Revolution

Reading: Cantwell and Wall, *Unearthing Gotham*, 188-206.

John Ferling, "The Battle of New York," from *Almost a Miracle: The American Victory in the War of Independence*, 120-156.

Benjamin L. Carp, "The Night the Yankees Burned Broadway: The New York City Fire of 1776," *Early American Studies* 4.2 (2006): 471-511.

Week 13. Writing Workshop

**Rough Drafts (10 pp. +) and Outlines are due at the start of class.** Peer feedback sessions, general commiseration.

Week 14: Research Presentations

**Final Research Papers Due at the Start of Class.**