

## HIST 4384-001 – COLONIAL AMERICA

### Course Description

This course evaluates the social, cultural, economic, and political history of eastern North America from the pre-European contact period to the Revolutionary era. Special attention will be devoted to the interaction of Indians, Europeans, and African-Americans and the consequences of this interaction on societal. Both the instructor and students will analyze the period's significant events and movements and reach conclusions on Colonial America's defining themes.

### Course Objectives: Students will:

- Develop a more complex view of Colonial America and its many meanings.
- Know and be able to identify certain people, places, and events significant to Colonial America.
- Analyze past trends and movements and form educated opinions on historical issues and events related to Colonial America.
- Evaluate the similarities and disparities of Colonial America's various regions.
- Demonstrate their understanding of course material through paper assignments and exams.

### Required Books

- Godbeer, Richard. *Sexual Revolution in Early America* (2002)
- Rath, Richard. *How Early America Sounded* (2003)
- Taylor, Alan. *American Colonies* (2002)

### Students with Disabilities

"If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services offices so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579)."

### Social Security Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number.

### Grade Replacement

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with

the registrar by the 12th day of class. Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler. (2006-08 Catalog, p. 35)

### Attendance – Class Room Policies

All students should attend every class session. Instruction will consist of lectures and class discussions. Frequently, students will be asked to discuss course topics and readings. Repeated tardiness, absences, or discipline problems (including cellular phone interruptions) may adversely affect a student's final grade. Any student who is disruptive in class will be asked to leave and may receive further disciplinary action from the university administration. I encourage you to record the names and telephone numbers of two other students in the class, in case you are absent and need information. Students who anticipate being absent from class due to a religious observance are requested to inform the instructor by the second class meeting of such absences.

**Student use of electronic devices, including cellular phones, is prohibited during class exams.**

### Academic Honesty

No forms of cheating will be tolerated. You are expected to know the definition of plagiarism. No form of collaboration is allowed in the preparation of the assigned papers. Students should not share underlined or annotated books, notes or rough and final drafts. Papers not totally prepared or written by the student should not be submitted. The penalty for violating these rules is an "F" in the course. For additional information see "A Student Guide to Conduct and Discipline at the University of Texas at Tyler" (<http://www.uttyler.edu/mainsite/conduct.html>).

**\*Important\* STUDENTS SHOULD RETAIN ALL GRADED/RETURNED EXAMS AND PAPERS UNTIL THEY RECEIVE THEIR FINAL COURSE GRADE!**

### Grades

#### *Assignment Breakdown*

- 10% Classroom Participation
- 15% First Exam, (ID/Key Term Section) –  
, (Essay Section) –
- 15% Second Exam, (ID/Key Term Section) –  
(Essay Section),
- 15% Final Exam, (ID/Key Term Section and Essay Section)
- 10% Book Review #1
- 10% Book Review #2
- 10% Article Review
- 15% Research Paper

## *Overall Percentages*

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = below 60%

## Exams

Three exams, each comprising **15%** of the final grade, will be given in this course. Exams will consist of 2-identification/short answer and 1 essay question derived from assigned readings and lectures. No make-up exams will be given, regardless of excuse. Those students who can provide legitimate documentation (as determined by instructor and university officials) explaining the reasons for their absence may take a **comprehensive** Final Exam, incorporating material covered on the missed exam(s) and comprising 30% or 45% of the student's final grade, depending on the situation. Students should contact the instructor as soon as possible if an exam is missed.

## Book Reviews

Throughout the course of the semester, students will write and submit **2** Book Reviews, each comprising **10%** of their final course grade. Book Reviews should give the reader a brief, clear idea of the nature, content, and purpose of the book and indicate its major contributions to the literature on the subject (new ideas, revision of old ideas, new evidence). Reviewers should both describe the work's key features **and** offer a sophisticated analysis of its strengths and weaknesses. Reviews should also include a discussion of how well the author has succeeded in his or her purpose, covered the subject as a whole, used available resources, organized material, and expressed the narrative. Critical evaluation may be either favorable or unfavorable but do not allow sympathy or difference of opinion to keep the review from being a fair and straightforward assessment. For additional information see [Book Review Guidelines - Writing Tutorial Services - Indiana University, Bloomington](http://www.indiana.edu/~wts/wts/bookreview.html) (<http://www.indiana.edu/~wts/wts/bookreview.html>).

## **Book Review Assignment**

## **Date Due**

- *How Early America Sounded*
- *Sexual Revolution in Early America...*

All Book Reviews should be typewritten or computer-printed in a 12 pt. font, double-spaced and have standard margins (one inch on all sides). Each must be between **700** and **800** words in length. All will be graded on the student's understanding and presentation of content, clarity, spelling, grammar, and organization (See attached "Grading Guide for Written Assignments"). **No late papers will be accepted after the date/time of the Final Exam.**

## Article Review

Students also will write **1** Article Review that comprises **10%** of their final course grade. For this assignment, you should consult one of the following journals (in paper or electronic format) and select an article dealing with Colonial American history (1492-1754): *American Historical Review*, *Eighteenth Century Studies*, *Journal of American History*, *Journal of Modern History*, *The Americas*, *Ethnohistory*, *Journal of Military History*, *Journal of the Early American Republic*, *Journal of Social History*, *Journal of Negro History*, *American Indian Quarterly*, *Journal of Southern History*, *William and Mary Quarterly*. After reading the chosen article, students

should evaluate it the same way that they would review a book, using the guidelines listed above. Article Reviews should be typewritten or computer-printed in a 12 pt. font, double-spaced and have standard margins (one inch on all sides). Each must be between **700** and **800** words in length. **A copy of the article reviewed must be attached to the paper submitted for grading and must be approved by the instructor prior to submission.** All will be graded on the student's understanding and presentation of content, clarity, spelling, grammar, and organization (See attached "Grading Guide for Written Assignments"). Article Reviews are due on **November 12. No late papers will be accepted after the date/time of the Final Exam.**

### Research Papers

Students will write and submit **1** Research Paper that comprises **15%** of their Final Course grade. You must make an appointment with the instructor as soon as possible (**before October 1**) to determine a topic and discuss the sources (8 primary/secondary works minimum, only 1 internet source allowed) you will use to complete the assignment (**Failure to do so will result in a 25-point reduction in the assignment's grade.**). Research Papers are due on **Monday, December 3. No late papers will be accepted after the date/time of the Final Exam.**

All papers should be typewritten or computer-printed in a 12 pt. font, double-spaced and have standard margins (one inch on all sides). Each Research Paper must be between **3000** and **3300** words in length. All will be graded on the student's understanding and presentation of content, clarity, spelling, grammar, and organization (See attached "Grading Guide for Written Assignments").

Keep in mind that any quotation or ideas from the readings that you include in your papers must be cited (See previous section on Academic Honesty). Students should consult the link titled [Reading, Writing, and Researching for History: A Guide for College Students](http://academic.bowdoin.edu/WritingGuides/) (<http://academic.bowdoin.edu/WritingGuides/>) located on the instructor's course web page for information concerning the proper format for this paper.

**Late assignments will be penalized one letter grade per class period.** (Stapled, paper copies only. Electronic versions of assignments will not be accepted for any reason.) **No late papers will be accepted after the date/time of the Final Exam.**

- Introduction
- Exploration and Motivations for Colonization (Chapter 2)
- Non-English Colonization (Chapters 3, 4, 5, 16)
- Setting the Stage: Roanoke, Jamestown, Plymouth (Chapter 6)
- Natives and Britons (Chapter 9)
- African-Americans and Slavery in Colonial America (Chapter 10, 323-337)
- New England (Chapter 8)
- The Middle Colonies (Chapter 12)
- The Southern Colonies (Chapters 7, 11)

- Backcountry America
- Natives and Britons: 18<sup>th</sup> Century
- A City on a Hill: Religion in Colonial America (Chapter 15)
- Women in Colonial America
- The Growth of an American Identity (Chapters 13, 18, 302-323)
- The Colonies in 1750
- Review

### **Grading Guide for Written Assignments**

The following numbers will be used in the grading of written assignments to signify errors and provide explanations for deducted points.

1. Spelling errors
- 2. Unidentifiable or confusing thesis.**
3. Poor sentence structure (Confusing or unclear; run-on or incomplete sentence).
4. Unidentifiable or poor transition from point to point.
5. Lack of or poor use of evidence to support your arguments.
6. Missing or inadequate citations of others' words or ideas.
7. Incorrect information.
8. Incorrect use of grammar, punctuation, or capitalization.
9. Poor word choice.

**10. Failure to address topic or answer question sufficiently.**

11. Unsupported generalizations.

12. Poor organization.

13. Excessively long direct quotations.

14. Incorrect verb tense.

15. No subject-verb agreement

**16. Fails to meet required paper length/word requirement.**

17. Missing word.

18. Inconsistent use of terms.

19. Irrelevant information.

20. Repetitive Information.

**21. Other**