HISTORY 150: COLONIAL AMERICA
FALL 2011
DR. PHILIP C. DIMARE
SECTION 1: TTH, 3:00-4:15
ALPINE HALL 218

OFFICE: Mendocino Hall 2012
OFFICE HOURS: Tuesday/Thursday, 12:15-1:15; Wednesday, 4:30-5:30; OR BY APPOINTMENT
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COURSE DESCRIPTION, GOALS AND OBJECTIVES:
CATALOGUE DESCRIPTION AND GENERAL EDUCATION CATEGORIES
Development of the British mainland colonies from exploration, contact, and settlement to the age of the American Revolution. Topics include: background to colonization; mercantilism, the emergence of a multicultural society; regional variation; Native Americans, slavery, women and family, community formation, religion, education, Enlightenment in America, European rivalries, imperialism.

COURSE DESCRIPTION AND GOALS:
Oriented around lectures, discussions, and readings, this course is designed to introduce students to major themes in American colonial history, from its beginnings to 1776. The course has two main goals: 1) To provide students with a foundational understanding of the chronology of the history of the colonial United States from its beginnings to 1776; 2) To allow students to understand that the “facts and figures” of history have a richness that is not only extremely interesting but profoundly significant in relation to present-day America. In order to accomplish the first goal, we will examine the historical evolution of the colonies in America. In other words, we will learn when and where the major events in U.S. history took place, as the chronology is vastly important. But history is so much more than just “facts and figures”; and thus, in order to accomplish the second goal, we will use our historical chronology as a context within which to explore the ideas, values, mythologies, and prejudices of U.S. history through the period of the Revolutionary War. In this way, we will come to understand that our own experience of America is shaped by a legacy that is both visionary and at times disturbingly shortsighted.
LEARNING OBJECTIVES:
With the above goals in mind:

- Students will develop a better understanding of the chronology and pivotal issues and themes of colonial history from its beginnings to 1776.
- Students will develop a better understanding of the relationship between colonization and the birth of the Republic.
- Students will develop an understanding of and appreciation for the significance of region and geography.
- Students will develop an understanding and appreciation of the contributions, perspectives and agency of ethnic, racial and cultural populations, including Native American, African and African American.
- Students will develop an understanding of and appreciation for the contributions, diverse perspectives, and agency of women in U.S. history.
- Students will become acquainted with the use of primary sources.
- Students will become acquainted with historical analysis and sharpen their critical thinking skills.

REQUIRED READINGS:
Allan Taylor: *American Colonies*
Eric Foner: *Voices of Freedom, A Documentary History*, Volume I
University Readers: Collection of Primary Sources for US History (at bookstore with other texts)
Betty Wood: *Slavery in Colonial America, 1619-1776*
James Wilson: *The Earth Shall Weep: A History of Native America*
Carol Berkin: *First Generations: Women in Colonial America*

REQUIREMENTS:
1) You are required to do all readings and come to class prepared to discuss the material assigned for that session.
2) You will complete six (5) short assignments during the course of the semester. These assignments will ask you to discuss primary source materials (*Voices of Freedom*, and the University Readers materials). Each assignment will be worth 30 points for a total of 150 points. (Instructions posted on SacCT.) **Assignments must be submitted in class on the day they are due; assignments will not be accepted by e-mail! Do not leave assignments at department office; do slip assignments under my office door; do not leave assignments on table in front of class, wait until I ask for them in class.**
3) You will complete a take-home essay exam at the end of the semester. This exam will cover material from *American Colonies, Slavery in America, The Earth Shall Weep, First Generations*, and your primary source readers. The exam will be worth 100 points. (Study sheets posted on SacCT.)
4) Although I do not have a formal participation grade, I am a big fan of discussion, and your questions and comments may convince me that you deserve a higher grade.
GRADING:
Short Assignments: 150 points  
Take Home Exam: 100 points  
Total: 250 points

Take Home Essay Exam Due Date
Tuesday, December 13

Short Assignment Due Dates
Assignment 1: September 8
Assignment 2: September 22
Assignment 3: October 6
Assignment 4: October 20
Assignment 5: November 3

GRADE BREAKDOWN:
250-237: A  
236-225: A-  
224-220: B+  
219-212: B  
211-200: B-  
199-195: C+  
194-187: C  
186-175: C-  
174-170: D+  
169-162: D  
161-150: D-  
149-0: F

ELECTRONIC DEVICES POLICIES:
Computers, I-Pads, and Cell Phones are not permitted for use in classroom during class sessions, unless there is an emergency. In regard to Cell Phones, this includes listening to messages, texting, E-mailing, etc. Turn phones to vibrate when you enter the room. If you are using a Cell Phone in the classroom during a class session you will be asked to leave the room for the rest of the session.

ACADEMIC HONESTY:
The Sac State Catalogue says the following about Academic Honesty:

The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that faculty, staff, and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades. Students are expected to know and abide by university policy about cheating, including plagiarism. The entire document, Policies and Procedures Regarding Academic Honesty, may be found on the university’s web site.

Cheating will not be tolerated in this course. If you cheat by using disallowed sources, copying from someone else’s paper, or plagiarizing, you will receive a failing grade for the course. You are also subject to being expelled from the university.
REASONABLE ACCOMMODATION POLICY

If you have a disability and require accommodations, you need to provide disability documentation to Services for Students with Disabilities (SSWD). For more information please visit the SSWD website (http://www.csus.edu/sswd/). They are located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Please discuss your accommodation needs with me after class or during my office hours early in the semester.

SAC STATE LIBRARY

As a Sac State student you have access to the various resources offered by the library such as book checkout, study areas, computer labs, online tutorials, research databases, etc. To learn more about available resources visit the Sac State Library website (http://library.csus.edu/).

STUDENT COMPUTING LABS

Students can use any of the IRT managed student computer labs on campus. Visit the University Labs website (http://www.csus.edu/uccs/labs/generalinfo/about.stm) for information about locations, hours, and resources available.

SOME HELPFUL WEBSITES:

- The APA Website (http://www.apa.org/)
- Purdue University Online Writing Lab – OWL (http://owl.english.purdue.edu/)
- Sac State Library (http://library.csus.edu/)
- Sac State Research Guides (http://db.lib.csus.edu/guides/)
COURSE OUTLINE:
Week One: August 30 and September 1
Read: *American Colonies*
   - Introduction
   - Chapter 1: Natives
   - Chapter 2: Colonizers
   - Chapter 3: New Spain
   - Chapter 4: The Spanish Frontier
   - Chapter 5: Canada and Iroquoia
   - Chapter 6: Virginia
*Slavery in Colonial America*
   - Introduction
   - Chapter 1: Chronology
   - Chapter 2: The Consolidation of Slavery in the Mainland Colonies
   - Chapter 3: The Transatlantic Slave Trade
*First Generations*
   - Chapter 1: Immigrants to Paradise
   - Chapter 2: Goodwives and Bad
   - Chapter 3: The Sisters of Pocahontas
*The Earth Shall Weep*
   - Prologue
   - Chapter 1: This is How It Was
   - Chapter 2: Contact: In the Balance
   - Chapter 6: Southeast
   - Chapter 7: Southwest

Note: We will work from Primary Sources *every* class session, so bring readers to *all* sessions

Week Two: September 6 and 8
Read: *American Colonies*
   - Chapters 1, 2, 3, 4, 5, and 6
*Slavery in Colonial America*
   - Chapters, 1, 2, and 3
*First Generations*
   - Chapters 1, 2, and 3
*The Earth Shall Weep*
   - Chapters 1, 2, 6, and 7

Short Assignment 1 Due: September 8

Week Three: September 13 and 15
Read: *American Colonies*
   - Chapter 7: Chesapeake Colonies
   - Chapter 8: New England
   - Chapter 9: Puritans and Indians
*Slavery in Colonial America*
   - Chapter 4: Worlds of Work
   - Chapter 5: Family Lives
   - Chapter 6: Religious Lives
First Generations
Chapter 4: In a “Babel of Confusion”
Chapter 5: The Rhythms of Labor
The Earth Shall Weep
Chapters 6 and 7
Chapter 3: Northeast One
Chapter 4: Northeast Two
Chapter 5: New York and the “Ohio Country”

Week Four: September 20 and 22
Read: American Colonies
Chapters 7, 8, and 9
Slavery in Colonial America
Chapters 4, 5, and 6
First Generations
Chapters 4 and 5
The Earth Shall Weep
Chapters 3, 4, 5, 6, and 7
Short Assignment 2 Due: September 22

Week Five: September 27 and 29
Read: American Colonies
Chapters 7, 8, and 9
Slavery in Colonial America
Chapters 4, 5, and 6
First Generations
Chapters 4 and 5

Week Six: October 4 and 6
Read: American Colonies
Chapters 10, 11, 12, and 13
Slavery in Colonial America
Chapters 4, 5, and 6
First Generations
Chapters 4 and 5
Chapter 6: The Rise of Gentility
The Earth Shall Weep
Chapters 3, 4, 5, 6, and 7
Short Assignment 3 Due: October 6

Week Seven: October 11 and 13
Read: American Colonies
Chapters 10, 11, 12, and 13
Slavery in Colonial America
Chapter 7: Resistance and Rebellion
First Generations
  Chapters 4, 5, 6
  Chapter 7: “Beat of Drum and Ringing of Bell”
The Earth Shall Weep
  Chapters 3, 4, 5, 6, and 7

Week Eight: October 18 and 20
Read: American Colonies
  Chapters 10, 11, 12, and 13
Slavery in Colonial America
  Chapters 4, 5, 6, and 7
First Generations
  Chapter 7 and Epilogue
Short Assignment 4 Due: October 20

Week Nine: October 25 and 27
Read: American Colonies
  Chapters 14, 15, 16, and 17
Slavery in Colonial America
  Chapter 7
First Generations
  Chapter 7 and Epilogue

Week Ten: November 1 and 3
Read: American Colonies
  Chapters 14, 15, 16, and 17
Slavery in Colonial America
  Chapter 8: Critiques and Defenses of Slavery
First Generations
  Chapter 7 and Epilogue
Short Assignment 5 Due: November 3

Week Eleven: November 8 and 10
Read: American Colonies
  Chapters 18 and 19
Slavery in Colonial America
  Chapter 8
First Generations
  Chapter 7 and Epilogue
Week Twelve: November 15 and 17
Read: American Colonies
   Chapters 18 and 19
Slavery in Colonial America
   Chapter 8
First Generations
   Chapter 7 and Epilogue

Week Thirteen: November 22 and 24 (note: no classes on November 24; Thanksgiving holiday)
Read: American Colonies
   Chapters 18 and 19
Slavery in Colonial America
   Chapter 8
First Generations
   Chapter 7 and Epilogues

Week Fourteen: November 29 and December 1
Read: American Colonies
   Chapters 18 and 19
Slavery in America
   Chapter 8
First Generations
   Chapter 7 and Epilogue

Week Fifteen: December 6 and 8
Review

Week Sixteen: Finals Week, December 12-16
Take Home Exam Due: Tuesday, December 13