

**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**

OFFICE PHONE: 278-5040

E-MAIL: dimare@csus.edu

<http://www.csus.edu/indiv/d/dimarep/>

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

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

Short Assignment Due Dates

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

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/) (<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](http://library.csus.edu/) 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) (<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/) (<http://www.apa.org/>)
- [Purdue University Online Writing Lab](http://owl.english.purdue.edu/) – OWL (<http://owl.english.purdue.edu/>)
- [Sac State Library](http://library.csus.edu/) (<http://library.csus.edu/>)
- [Sac State Research Guides](http://db.lib.csus.edu/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