

History 146: Colonial American History

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Office hour: by appointment

Texts:

Divine, Breen, et. al., The American Story, 4th ed.

MyHistoryLab, History Documents Collection. Vol. 1

The Course:

Colonial American history is a narrative survey of political, economic, and social developments shaping the U.S. from the settlement of North America by Europeans to the writing of the Constitution. The course will seek to highlight emerging ideas, and pressures in American life that led to political, economic, and social changes. The nature of colonial life, the development of slavery, North American participation in the trans-Atlantic economy, the growth of regions and regional identity, and the nature of colonial governance will be explored.

Outcomes:

- This college history course helps to teach narrative, analysis, explanation of data, and description. It is necessary to deal with very large data sets that require skills and techniques in order to organize and analyze them correctly and meaningfully. This course also imparts the need for accuracy both in a factual and narrative sense so that students will learn to be able to provide a credible and accurate time line of events or narrative, and understand the relationships between cause and effect as it operates in history. Students will be presented with term papers, quizzes and exams; this will help them achieve competency in the expression of written ideas, and the need for both thought and editorial processes in order to achieve a satisfactory outcome.
- This course imparts useful information concerning the history of the founding of the United States, its principal figures, major events, and the processes that led to contemporary America. This will help students distinguish between fact and fiction, understand logical argument, detect bias, measure the difference between mere opinion and informed opinion, and gauge prejudice, both conscious and unconscious.

- Students will understand how and why the English colonized North America, and the nature of the colonial experience for a variety of colonists and for native Americans.
- Students will understand the growth of slavery, and its place in colonial society.
- Students will be familiar with the major historiographical controversies and ideas that have driven contemporary investigation into the colonial period.
- Students will become familiar with the kinds of evidence available for this period in American history, and how it can be evaluated.
- Teaching Methods
- This course is taught by lecture and discussion. Students are expected to have read all assignments by the dates indicated in the course calendar so that they are ready to express informed opinions, and engage in discussion.

Tasks:

Students will write an essay of no more than four and no less than three pages in length, due last week of quarter. They will also critique drafts of some of their classmates a week earlier. Drafts will be due a week before that (exact dates will appear on calendar). These will be double-spaced, and employ eleven or twelve font. These papers will analyze documents, both from source book and from research. Students will submit their completed papers as email attachments in Word format. Any essay that plagiarizes in part or in whole will receive a failing grade, and it will be reported to the Academic Dean. The essay will represent 20% of the total course grade. They, with exams, will be graded on a scale of 100 points. No curve grading is employed. The due date for the paper is expressed in the class calendar. Late papers will lose five points for every day late, including the day they are due. A full explanation of each essay will be posted on the course site, and should be read carefully by students.

Each week, students will participate in a discussion based upon the week's reading assignment from the text (American Story) and from lecture notes posted on the Course Content homepage. Each week 2-3 questions will be posed, of which you will answer one. These should be kept to 500 words (slightly over is OK, but more than 600 and will begin to make deductions). These will do on Monday nights (except week 1) You will also then post two responses to two different answers of your classmates. These should be kept to 200 words, and should not simply say "Good job, I liked when you said...." but expand on their answer, discuss what they missed, and/or elaborate/bring up some point they might have, etc. I will discard the single lowest discussion score before averaging for a grade. Thus, if you are unable to participate one week, it will not harm your average. The average of discussion grades will represent 25% of the total course grade.

Students will take a mid-term and a final exam. The mid-term exam will cover the material up to the week in which it is offered. Consult the course calendar for dates. The final covers the whole course (but about 75% of it will be material since midterm). Students will be offered study questions from which essay exam questions are selected. This section represents 70% of each of the examination grades. Additionally, the exam will also have a twenty question timed multiple-choice section. This part of the mid-term represents 30% of the total score. Students will be given five days to complete the mid-term essays and take the timed-quiz. This component of the exams will be offered online as a timed quiz. The mid-term exam score represents 20% of the course grade. Full instructions will be provided on the homepage. The final will consist of essay questions representing 70% of the exam grade answered without books or notes, and a timed-multiple choice online exam consisting of twenty questions. The final represents 20% of the course grade.

The final 15% of grades will be the average by four quizzes based upon chapters from the narrative text by Ayers, et al. These will be timed multiple choice question quizzes, and be announced in advance. Study tutorials for these will also be made available. The lowest of the four quiz scores will be discarded before an average is taken. But they have to be taken in the day range (about two weeks per quiz) If missed there are no makeups (but since lowest is dropped you may miss one without penalty)

Grades:

The grading scheme is as follows:

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|-----------|-------------|
| A=94-100% | C+=72-75% |
| A-=88-93% | C=68-72% |
| B+=83-87% | C-=63-67% |
| B=80-83% | D=51-62% |
| B-=76-79% | F=Below 50% |

Reading Schedule: The reading schedule is provided in full with all important due dates on the calendar within Vista. Please consult it often.

