

# History 146: Colonial American History

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## Texts:

Divine, et. al., The American Story, 3<sup>rd</sup> ed. Pearson/Longman 2007.  
(Comprehensive volume).

In addition: we will use MyHistoryLab, so be sure that you have access.

(There is an alternative source book that has most of the same documents available in the bookstore)

## 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 paper of no more than four and no less than three pages in length. This will be double-spaced, and employ eleven or twelve font. These papers will analyze two document clusters outlined in the specific assignment icons posted on the homepage for the course. 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 is 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 (Divine, American Story) and from lecture notes posted on the homepage. I will discard the single lowest discussion score before averaging the grade. Thus, if you are unable to participate one week, it will not harm your average. The average of discussion grades will represent 30% of the total course grade. **USE CALENDAR FOR WEEKLY SCHEDULE.**

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 what is covered thereafter. Collectively these represent 40% of the final grade. On each test, 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 3 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. Additionally, all students must either take the final at BCC or arrange to take a proctored final exam (which



MUST be taken at least two days before the proctored date, unless taken at BCC itself, for example the Distance Education office at BCC will proctor by arrangement), Otherwise, this can also be done through a local library or college. The final will be offered from 5:30 to 7:30 (and perhaps an earlier time as well) on the evenings indicated on the course calendar. You may choose which evening to take the exam. Full instructions will be provided on the homepage. The final consists 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. You **must produce photo identification** before being allowed to sit the final whether by proctor or at BCC. If a student is unable to achieve a grade within 15 points of the mid-term, the instructor may then require a student to re-sit the mid-term as a proctored exam. Please note that it will take time for proctors to send exams to me, so please arrange appointments well in advance for this exam.

The final 10% of grades will be the average by five 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 five quiz scores will be discarded before an average is taken.

## Grades:

The grading scheme is as follows:

A=93-100%	C+=72-76%
A-=88-93%	C=68-72%
B+=84-87%	C-=64-67%
B=80-83%	D+=59-63%
B-=76-79%	D= 51-58

## Reading Schedule

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