

## History 146 Colonial American History

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### **Texts**

Robert A. Divine, T.H. Breen, George M. Fredrickson, R. Hal Williams, Ariela J. Gross, H.W. Brands. *The American Story*. Pearson, Longman, 2007. 3<sup>rd</sup> Edition

The course will also assign documents to supplement the text from MyHistoryLab.

### **The Course**

Colonial American history is a narrative survey of political, economic, social, and political 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 teaches students narrative, analysis of data, explanation, and description. It is necessary to deal with very large data sets that require skills and techniques in order to organize and analyze data 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 time line of events, and understand the relationships between cause and effect as it operates in history. Students will be presented with term papers 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 United States, its principal figures, major events, and the processes that led to our contemporary world. 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 North America was colonized by the English, and the nature of the colonial experience.

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, and uses digital and audio visual materials when appropriate. Students are expected to have read all assignments in a timely fashion so that they are ready to express informed opinions, and engage in discussion.

### **Tasks**

Students will write a term paper between five and eight pages in length. It will be double-spaced, and employ a ten, eleven or twelve font. The paper will concern a particular theme or event within the scope of the course, and will be fully explained during class. Students must employ a minimum of three sources from *American Passages*, *A History of the United States*, *Documents Collection*, analyze, and indicate how these illustrate the theme chosen. Other documents may be used only by specific prior approval of the instructor. Complete papers will be presented in tutorials when students will engage in critical dialogue concerning the strengths and weaknesses of each paper read. Students will submit their papers both in hardcopy and on disk in Word format when presented to the tutorial. Any paper that plagiarizes in part or in whole will receive a failing grade, and it will be reported to the Dean of Instruction. The paper will represent 25% 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 schedule of reading and exams below. Late papers will lose five points for every day late, including the day they are due. Please note that the paper must be submitted at the beginning of class on the due day.

Each week, with the exception of the week of the mid-term, students will take a quiz on a day nominated by the instructor. These will cover the chapter assigned in Ayers, Gould Oshinsky, and Soderlund for that week. The two lowest quiz grade will be discarded before an overall average is generated. The average of quiz grades will represent 15% of the total course grade.

Students will take a mid-term and a final exam. The mid-term exam will cover the period up to the week in which it is offered. The final covers only the last third of the course. Each week students will be offered one or two study questions towards the impending exam, and before each a set of terms will also be provided. By the week of the exam, eight questions will have been offered. Four of these will be discarded and four will appear on the exam paper. Students will select one of the four to discuss in an extended essay. This represents 70% of the examination grade. It is therefore imperative that students study five of the eight questions offered. Additionally, the exams will have a list of nine terms that will include major figures, events, and processes discussed in the text and in class. Students will select five of these, and offer a date, briefly identify the item, and then briefly explain the significance. Students will be given about one week prior to each exam a list of terms for which they will be responsible. A comprehensive essay is required on the final, and preparation questions will be provided. The mid-term exam represents 20% and the final 30% of the course grade.

The remaining 10% is a participation grade based upon student attendance and participation in discussions. This will include a brief group discussion of documents in Weise.

### Grades

The grading scheme is as follows:

A=95-100%	C+=70-74%
A-=90-94%	C=65-69%
B+=85-89%	C-=60-64%
B=80-84%	D=50-59%
B-=75-79%	F=Below 50%

Reading Schedule	Divine, Breen, et al.	MyHistoryLab
Sept. 22-26	pp. 1-22	<b>Tutorial: How to Analyze Primary Sources;</b> Christopher Columbus, "Letter to Luis de Sant 'Angel", Bartolome de Las Casas, "Of the Island of Hispaniola"
Sept. 29-Oct. 3	pp. 22-49	<b>Documents:</b> <a href="#">Henry VII, Letters of Patent ,Granted to John Cabot,</a> <a href="#">Charter to Sir Walter Raleigh,</a> <a href="#">John White, Letter to Richard Hakluyt (1590),,</a> <a href="#">Thomas Hariot, On Tabacco (1588),</a> <a href="#">Remarks by Chief Powhatan to John Smith (ca. 1609)</a>
Oct. 6-10	pp. 49-61	<b>Documents:</b> <a href="#">Agreement Between the Settlers at New Plymouth (Mayflower Compact),</a> <a href="#">Conversion Narrative of "Old Goodwife Cutter",</a> <a href="#">Father Isaac Jogues, Description of New York (1646),</a> <a href="#">George Alsop, from "A Character of the Province of Maryland",</a> <a href="#">James Oglethorpe, "Establishing the Colony of Georgia" (1733)</a>
Oct. 13-17	pp. 62-85	<b>Documents:</b> <a href="#">Navigation Acts,</a> <a href="#">Gottlieb Mittelberger, The Passage of Indentured Servants,</a> <a href="#">Laws of Virginia (1661, 1662, 1691, 1705),</a> <a href="#">Nathaniel Bacon's Declaration (July 30, 1676),</a> <a href="#">Olaudah Equiano, The Middle Passage (1788),</a> <a href="#">Anne Bradstreet, Before the Birth of One of Her Children,</a> <a href="#">The Conclusions of the Massachusetts Bay Elders (1695)</a>
<b>Mid-Term, October 17th</b>		
Oct. 20-24	pp. 86-102	<a href="#">Jonathan Edwards, "Sinners in the Hands of an Angry God",</a> <a href="#">The Pennsylvania Charter of Privileges (October 28, 1701),</a> <a href="#">Benjamin Franklin on George Whitefield (1771)</a> <a href="#">Crèvecoeur, Letters From an American Farmer (1782)</a>
Oct. 27-31	pp. 102-114	<a href="#">English Bill of Rights, 1689,</a> <a href="#">Franklin, "Observations Concerning the Increase of Mankind",</a> <a href="#">Albany Plan of Union,</a> <a href="#">Declaration of the Injured Frontier Inhabitants [of Pennsylvania]</a>
Nov. 3-7	pp. 115-132	<a href="#">John Dickinson, from Letters from a Farmer in Pennsylvania,</a> <a href="#">Otis, The Rights of the British Colonies Asserted and Proved,</a> <a href="#">The Virginia Nonimportation Resolutions (1769),</a> <a href="#">Benjamin Franklin, Testimony Against the Stamp Act (1766),</a>

Nov. 10-14	pp. 132-145	<a href="#">Boston Gazette Description of the Boston Massacre (1770)</a> , <a href="#">Joseph Warren, "Account of the Battle of Lexington" (1775)</a> , <a href="#">Patrick Henry, "Give Me Liberty or Give Me Death" (1775)</a> , <a href="#">"Common Sense" by Thomas Paine</a> , <a href="#">Jefferson, "Rough Draft" of the Declaration of Independence</a> , <a href="#">John Adams to Abigail Adams (July 3, 1776)</a>
<b>Writing Tutorials, Nov. 17-21st</b>		
Nov. 17-21	pp. 146-175	<a href="#">The Debates in the Federal Convention of 1787 reported by James Madison: June 15</a> , <a href="#">Federalist Number 51 (February 6, 1788)</a> , <a href="#">Patrick Henry Against Ratification of the Constitution (1788)</a> , <a href="#">The Bill of Rights (1789)</a>
<b>Final Essays due week commencing Nov. 24th</b>		
Nov. 24-26	pp. 176-203	<a href="#">Alexander Hamilton, "Bank" (1791)</a> , <a href="#">George Washington, Farewell Address (1796)</a> , <a href="#">The Virginia and Kentucky Resolutions (1798, 1799)</a> , <a href="#">Thomas Jefferson, First Inaugural Address (1801)</a>
Dec. 1-5	pp. 204-229	<a href="#">Special Message on the Burr Conspiracy</a> , <a href="#">Thomas Jefferson to Meriwether Lewis (1803)</a> , <a href="#">"The Star-Spangled Banner" by Francis Scott Key</a>

**Final exam is Monday, December 10th, 9:30-11:20.**

**POLICIES AND PROCEDURES OF THE SOCIAL SCIENCE DIVISION**  
**Revised Fall 2004**

Cheating, Stealing and Plagiarizing\*

"Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue Community College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue Community College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services."

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete (I). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

F Grade

Students who fail a course will receive a letter grade of "F."

Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BCC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

Withdrawal From Class

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

#### Hardship Withdrawal

Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

#### Students With Special Needs:

Students with disabilities who have accommodation needs are required to meet with the Disability Support Services (DSS) office, room B233-G (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DSS office will provide each eligible student with an accommodation letter. Students who require accommodation in class must review the DSS accommodation letter with each instructor during the first week of the quarter.

Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Support Services, or review those needs with the instructor as well.

#### Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and secretaries will not give out grades. Students should access their grades through the BCC Web site.

#### Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

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*\*If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue Community College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110C), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.*