

*Texas A&M University Central Texas*

*Department of Humanities*

**Fall 2022**

**HIST 5322 Colonial America: A New World for All**

**1st 8 Week Course**

Instructor: Dr. Timothy C. Hemmis

Meeting Room: Online Teams, Canvas

Time: Tuesdays 6-8:45PM via Webex and Thursday on Canvas.

Office: HH 204N

E-Mail: [themmis@tamuct.edu](mailto:themmis@tamuct.edu)

Phone: 254-501-5931

Office Hours: by appointment.

All classes will be via Webex and Canvas

**Course Description and Objectives:**

This class delves into the history of America since 1492. The Colonial period in American history lasted over 250 years (1492-1765) and is a complex story that is often neglected in American History. Through lecture, discussions, readings, and multimedia, this course will explore themes in American history. This course will strengthen your critical thinking, reading, and writing skills, and provide a foundation for understanding the modern world. You will demonstrate the ability to develop and focus on one topic in writing assignments and present ideas in an organized, logical, and coherent form. You will also demonstrate the ability to use Standard English grammar, punctuation, spelling, and usage. Lastly, you will hopefully leave this class with a better understanding of America's past and how it has shaped the present.

**Required Texts**

Cave, Alfred A. *Lethal Encounters: Englishmen and Indians in Colonial Virginia*. Lincoln: University of Nebraska Press, 2013.

Greene, Jack P. *Pursuits of Happiness: The Social Development of Early Modern British Colonies and the Formation of American Culture*. Chapel Hill: University of North Carolina Press, 1988.

Lockridge, Kenneth A. *A New England Town: The First Hundred Years: Dedham, Massachusetts, 1636-1736*. New York: Norton, 1985.

Preston, David L. *Braddock's Defeat: The Battle of the Monongahela and the Road to Revolution*. Oxford: Oxford University Press, 2015.

Ulrich, Laurel Thatcher. *Good Wives: Image and Reality in the Lives of Women in Northern New England, 1650-1750*. New York: Vintage Books, 1991.

Wood, Peter H. *Black Majority: Negroes in Colonial South Carolina from 1670 through the Stono Rebellion*. New York: Norton, 1996.

Zelner, Kyle F. *A Rabble in Arms: Massachusetts Towns and Militiamen During King Philip's War*. New York: New York University Press, 2010.

**Recommended Texts**

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 2018.

**Recommended Database**

Colonial America: Adam Matthew Digital Archives – access through the TAMUCT Library

There can be other articles and book chapters that the Professor may provide electronically each week.

## Course Requirements

Grades will be determined on the following basis:

Seminar Participation/ Attendance	300 points	All semester
Book Reviews x4	400 points	
Conference Abstract/Proposal	100 points	Week 3
Conference Paper	200 Points	Week 8

**Scoring:**

Final Grades will be determined based upon the following scale:

A	=	900-1000 points
B	=	800-899 points
C	=	700-799 points
D	=	600-699 points
F	=	Below 600 points

**Attendance and Participation**

Class attendance and participation are crucial elements of the learning experience. Attendance and participation is mandatory for Graduate Classes! Attendance will be taken daily. Participation means adding value to the conversation. In addition, attendance means staying for the whole class and having your video on. Do not leave early without speaking to me beforehand. Failure to regularly attend class will result in dire consequences such as failing the class. Please come to class prepared and ready to discuss the readings assigned for the day, if you do not you will be considered absent.

## Writing Assignments

Book Reviews

There will be four critical reviews of monographs. Each review will be 900-1100 words long and be modeled after critical reviews in academic journals such as the *American Historical Review* or *The William and Mary Quarterly*. A book review concentrates on identifying and critiquing on the author's thesis. What is the author trying to argue, what evidence do they use, and do you agree and disagree? It is not just a simple summary of the book. Book reviews of the specific book are due at the class period we discuss it. The reviews should be emailed to [themmis@tamuct.edu](mailto:themmis@tamuct.edu) before class.

#### Conference Abstract/Proposal

Each student will write a 300- word abstract proposal about the paper they will write. It will identify the working thesis and the primary sources that will be the basis of the paper.

#### Conference Paper

Each student will write a 12 page research paper based on primary and secondary sources about a topic of their choice but has to relate to Colonial America. Should include a bibliography and footnotes. The bibliography is not included in the page count.

## Important Reminder

Late Papers will not be accepted.

#### Academic Dishonesty

Academic dishonesty will not be tolerated. You must follow to honesty codes set forth in the student handbook. Plagiarism is a serious offense. This or any other violation of the university's Code of Student Conduct can result in penalties that can include up to an F in the class and expulsion from the university. For the official definition of what constitutes plagiarism, see the Student Handbook.

The instructor reserves the right to use electronic resources to detect plagiarism.

**If you have any questions about this, please see me.**

#### Formatting

Essays must comply with the following formatting guidelines. Writing assignments are due at the beginning of class on the date indicated. Essays must be submitted as via email copies to the professor before the due date at class time.

Your papers must be typewritten, with 12 pt. font in Times New Roman and double-spaced lines. The header of your paper should be single-spaced and in the following format:

Your Name

Paper, HIS 343

Dr. Timothy Hemmis

[janedoe@yahoo.com](mailto:janedoe@yahoo.com)

Due Date

Your paper should have 1" margins on the top and bottom and 1.25" margins on the left right margins. Evidence must be cited using footnotes. Chicago format is the only acceptable style. Use of alternate forms of citation, such as the MLA format, is not acceptable. Finally, your essays must be stapled (no "dog ears," paper clips, or binders) and the pages numbered! If you have questions about the proper format of your essay, please see me during my office hours.

The essay must include evidence from the text, and you must cite that evidence using footnotes. Use the following examples as models:

First citation:

<sup>1</sup> Alfred F. Young, *The Shoemaker and the Tea Party: Memory and the American Revolution* (Boston: Beacon Press, 1999), 45.

Subsequent citations:

<sup>5</sup> Young, *The Shoemaker and the Tea Party*, 74.

#### **Unexcused/ Late Work or Absences from Exams:**

The only valid excuses for missing an exam or failing to turn in a paper or homework on time are illnesses requiring medical care, required university activities, religious holidays, or a personal emergency of a serious nature. To be excused without penalty, documentation is required. In certain other circumstances, I will allow you to turn in an assignment early or take an exam in advance, but you must see me as soon as possible. Do not wait until the last possible minute.

## **Academic Accommodations:**

**Students with a documented disability wishing to utilize academic accommodations should contact the Disability Support and Access at (254) 501-5831 in Warrior Hall, Ste. 212 as soon as possible so that warranted accommodations can be arranged. . For more information, please visit their website at <http://www.tamuct/disabilitysupport>.**

## **Cell Phones**

In accordance with College policy, the use of all personal electronic communication devices in this class (or laboratory) is prohibited. Students are required to turn off or silence their personal electronic communication devices during this class.

#### **Office Hours**

By appointment.

#### **Incomplete Policy**

**Students that find themselves facing an unexpected, life altering circumstance before the drop deadline should drop the course. Should a student encounter an unexpected, life altering circumstance after the drop deadline, that student may be eligible for an incomplete so long as all work due before the circumstance has been submitted and the student has a reasonable chance to pass the course should the work be completed as soon as the circumstance resolves itself. No student should expect to receive an incomplete.**

## **University Polices and Resources**

### **Emergency Warning System for Texas A&M University-Central Texas**

**SAFEZONE.** SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](https://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
  - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
  - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp) [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

**For updates on COVID information, please monitor the University [website](https://www.tamuct.edu/covid19/) [https://www.tamuct.edu/covid19/]**

### **Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

### **Canvas Support**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

### **Online Proctored Testing**

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

### **Other Technology Support**

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

*Please let the support technician know you are an A&M-Central Texas student.*

## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **Academic Accommodations**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

### **Academic Integrity**

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the student conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=0].

## Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlso&SpSessionAuthAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

## Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

## Tutoring

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing [WarriorCenter@tamuct.edu](mailto:WarriorCenter@tamuct.edu).

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

## University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](#)

[https://tamuct.libcal.com/appointments/?g=6956]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](#)

[http://tamuct.libguides.com/index]

## University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University-Central Texas (A&M-Central Texas) is a free service open to all A&M-Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

\*\*\*This syllabus is a mutual contract between the professor and student and the student and professor. It will not be altered lightly, however if circumstances make it necessary, the changes will be made as far in advance as is possible.

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### **Course Schedule**

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#### **Week 1 Class Introduction to Colonial America (Aug 23, 25)**

Reading Assignment: Read the Syllabus;

Wulf, Karin. "Foreword: What's Colonial and Which America?" *OAH Magazine of History* 25, no. 1 (2011): 5–6. <http://www.jstor.org/stable/23210253>.

Wulf, Karin. "No Boundaries?: New Terrain in Colonial American History." *OAH Magazine of History* 25, no. 1 (2011): 7–12. <http://www.jstor.org/stable/23210254>.

August 25- See Canvas

#### **Week 2 The British Atlantic World (Aug 30 and Sept 1)**

Read: Greene, Jack P. "Colonial History and National History: Reflections on a Continuing Problem." *The William and Mary Quarterly* 64, no. 2 (2007): 235–50. <http://www.jstor.org/stable/4491615>.

Read: Greene, Jack P. *Pursuits of Happiness: The Social Development of Early Modern British Colonies and the Formation of American Culture*. Chapel Hill: University of North Carolina Press, 1988.

Sept 1: See Canvas

#### **Week 3 Colonial Encounters (Sept 6,8)**

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Read: Barr, Juliana. "How Do You Get from Jamestown to Santa Fe? A Colonial Sun Belt." *The Journal of Southern History* 73, no. 3 (2007): 553–66. <https://doi.org/10.2307/27649479>.

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Read: Cave, Alfred A. *Lethal Encounters: Englishmen and Indians in Colonial Virginia*. Lincoln: University of Nebraska Press, 2013.

Conference Abstract is Due

Sept 8: See Canvas

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#### **Week 4 New England the City on A Hill ? (Sept 13, 15)**

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Read: Dunn, Richard S. "The Social History of Early New England." *American Quarterly* 24, no. 5 (1972): 661–79. <https://doi.org/10.2307/2711665>.

Read: Thompson, Roger. "Enough of Thorough: Watertown as a Case Study of Early Massachusetts Town Government." *The New England Quarterly* 73, no. 4 (2000): 560–82. <https://doi.org/10.2307/366582>.

Read: Lockridge, Kenneth A. *A New England Town: The First Hundred Years: Dedham, Massachusetts, 1636-1736*. New York: Norton, 1985.

Sept 15: See Canvas

**Two book reviews done this week.**

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**Week 5 Women in Colonial America (Sept 20, 22)**

Read: Bernhard, Virginia. "'Men, Women and Children' at Jamestown: Population and Gender in Early Virginia, 1607-1610." *The Journal of Southern History* 58, no. 4 (1992): 599–618. <https://doi.org/10.2307/2210786>.

Read: Ulrich, Laurel Thatcher. *Good Wives: Image and Reality in the Lives of Women in Northern New England, 1650-1750*. New York: Vintage Books, 1991.

Sept 22: See Canvas

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**Week 6 Native American Conflict (Sept 27, 29)**

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Read: Lipman, Andrew. "'A Meanes to Knitt Them Togeather': The Exchange of Body Parts in the Pequot War." *The William and Mary Quarterly* 65, no. 1 (2008): 3–28. <http://www.jstor.org/stable/25096768>.

Read: Zelner, Kyle F. *A Rabble in Arms: Massachusetts Towns and Militiamen During King Philip's War*. New York: New York University Press, 2010.

Sept 29: See Canvas

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**Week 7 American Slavery (Oct 4, 6)**

Read: Rosenthal, Bernard. "Puritan Conscience and New England Slavery." *The New England Quarterly* 46, no. 1 (1973): 62–81. <https://doi.org/10.2307/364886>.

Read: Wood, Peter H. *Black Majority: Negroes in Colonial South Carolina from 1670 through the Stono Rebellion*. New York: Norton, 1996.

Oct 6: See Canvas

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**Week 8 Imperial War (Oct 11, 13)**

Read: Preston, David L. *Braddock's Defeat: The Battle of the Monongahela and the Road to Revolution*. Oxford: Oxford University Press, 2015.

Read: Spero, Patrick. "1763: Pontiac and Paxton." *Early American Studies* 14, no. 2 (2016): 199–202. <https://www.jstor.org/stable/earlamerstud.14.2.199>.

Oct 13: See Canvas



Conference Paper is Due