

BOWIE STATE UNIVERSITY
Department of History & Government

Fall, 2008
Office: MLK 249

Dr. M. Sammye Miller - Instructor
Office Hours: MWF 2-4PM
Thurs-7:30-8:30pm

Phone: (301) 860-3664

fax. 301-860-3619

Email:smiller@bowiestate.edu

HIST.300 COLONIAL AMERICA TO THE REVOLUTION

This course examines the development of the seaboard colonies, the administration by the British Empire and the struggle between France and Great Britain for control on North America. This course will also stress the cause of the American rebellion and the struggle for independence, the government, economy, the society under the Articles of Confederation and the development of the Constitution.

OBJECTIVE:

To have the student to develop a fundamental understanding of the significance of the historical forces which have impacted upon the American Colonies and charted a course for the nation's future after the American Revolution.

REQUIRED TEXT:

Stanley N. Katz ed *et al* **Colonial America: Essay in Politics & social Development. Fifth edition.** New York: McGraw Hill, 2001.

Eric Nellis. **The Long Road to Change: America's Revolution, 1750-1820.** Orchard Park, NY: Broadview Press, 2007

SUPPLEMENTAL TEXTS & READINGS:

Edwin Scott Gaustad. THE GREAT AWAKENING IN NEW ENGLAND
Chicago: Quadrangle Books, 1968

Vernon L. Parrington THE COLONIAL MIND, 1620-1800. A Harvest Book, Harcourt, Brace & World, Inc. New York: Paperback Only, HB-4, renewed, 1954

Winthrop D. Jordan WHITE OVER BLACK, AMERICAN ATTITUDES TOWARD THE NEGRO, 1550-1812. Baltimore: Penguin Books 1969 (Paperback Only) address:

J. Franklin Jameson THE AMERICAN REVOLUTION, CONSIDERED AS A SOCIAL MOVEMENT. Princeton: Princeton University Press, 1967, Paperback

Arthur M. Schlesinger THE COLONIAL MERCHANTS AND THE AMERICAN REVOLUTION. New York: 1968

Thomas Jefferson Wertenbaker THE PURITAN OLIGARCHY. Princeton:
Charles Scribner's Sons, 1970

Lorenzo Johnston Greene THE NEGRO IN COLONIAL NEW ENGLAND. New
York: 1968

Abbot Emerson Smith COLONISTS IN BONDAGE: WHITE SERVITUDE
AND CONVICT LABOR IN AMERICA, 1607-1776. New York: W.W. Norton & Company,
Inc. 1971

Charles M. Andrews THE COLONIAL BACKGROUND OF THE AMERICAN
REVOLUTION. New Haven: Yale University Press, 1967.

COURSE REQUIREMENTS:

Class oral presentations and the development of historical resources papers. All examinations must be taken (Mid-term and the final examination). They will be given according to the College Calendar. The failure to meet deadlines may result in the loss to total credit for a given assignment. Class attendance will be taken at every class session and students are expected to be on time.

SPECIAL ASSIGNMENTS: BOOK REVIEWS & TERM PAPER

The book for review may be selected either from the bibliography found on the back of the course syllabus or can be any other book which has been approved by the instructor. The submitted review must be typewritten (double-spaced) and blocked according to style found in the JOURNAL OF NEGRO HISTORY, THE WILLIAM & MARY QUARTERLY, or THE JOURNAL OF AMERICAN HISTORY. For the writer's guide on the reviews see, Jacques Barzun, THE MODERN RESEARCHER, "Book Reviewer." The reviews should be submitted at the MidTerm. No late reviews will be accepted. The instructor will proof review drafts before final submission date.

Mid-Term – October 20-24

Final Examination Week of December 15

TERM PAPERS:

The final typewritten draft should be at least ten pages in length excluding annotated bibliography and footnotes. The format should be the University of Chicago Style Manual. The paper is due on December 1, 2008.

COURSE GRADE:

The following considerations will comprise the student's final course grade:

-3-

HOURLY EXAMINATIONS - FOUR INCLUDING FINAL EXAMINATION = 30%

- DAILY QUIZZES = 20%; CLASS PARTICIPATION = 10%
- AND ORAL REPORTS = 10%
- OUTSIDE WRITTEN ASSIGNMENTS INCLUDING BUT NOT LIMITED TO BOOK REVIEWS, BIBLIOGRAPHICAL, STATISTICAL, AND HISTORICAL ABSTRACTS, MAP ASSIGNMENTS AND IN SELECTED CASES TERM PROJECTS = 30%

TOPICAL OUTLINE:

1. HISTORICAL METHODS AND THE HISTORIOGRAPHY OF COLONIAL AMERICA & THE AMERICAN REVOLUTION—daily quizzes....Unit Essay, September
2. THE INFLUENCE OF HISPANIC CULTURE & NON-EUROPEAN INFLUENCES ON THE COLONIAL EXPERIENCE—Part I & Part II & special readings
3. PURITANISM IN AMERICA: THE ETHICS AND MORALS OF THE COLONIAL MIND, & special readings, Part IV...Unit Essay.....October
4. SOCIAL CLASS IN THE COLONIAL WORLD: BONDAGE, SERVITUDE & SLAVERY, Part IV, & special readings, Nellis, Chaps. I, II, III
5. EARLY RACE RELATIONS AMERICA...Part IV and special readings, Unit Essay...November
6. THE POLITICAL ECONOMY OF COLONIAL AMERICA
 - a. COLONIAL MERCHANTS AND THE AMERICAN REVOLUTION, Nellis, chaps. III, IV, V
 - b. Age of Reason. Nellis, chaps. V & VI
7. ECONOMIC INTERPRETATIONS OF THE CONSTITUTION, Nellis, chaps. VI & special readings
8. THE AMERICAN REVOLUTION, Nellis, Chaps. IV, & special readings
9. BUILDING THE EARLY REPUBLIC, Nellis, chaps. VII, VII & IX Final Examination

STUDENT OUTCOMES:

Student will:

1. be acquainted with the historian's craft
2. be exposed to various historiographical writings
3. develop a fundamental understanding of the significance of the historical forces which have impacted upon the American Colonies and charted a course for the nation's future after the American Revolution
- 4.

SPECIFIC LEARNING OBJECTIVES:

1. to assist the student's understanding of the methodology and techniques of the historian's craft by utilizing the material culture of the experience in Colonial America and the early National period from the writing of the Declaration of Independence to the ratification of the Constitution of the United States.
2. to develop the student's skills in research & library skills through the use of documents and bibliographic reference tools in early American History.
2. to strengthen the student's ability in the areas of critical thinking and abstract reasoning through the examination of historical problems that the confronted the Founding Fathers and the early Republic.

CURRICULUM THEMES

CORRESPONDING OUTCOMES OR OBJECTIVES

Academic Scholar

Outcome, 1, 2, all objectives

Multi-cultural & Global Perspectives Outcome, 1,2, all objectives

Personal and Interpersonal Perspectives Outcomes,2,3, all objectives

Technological Applications Outcomes, 3,2, all objectives

Important Dates

Final Examination- See attached Sheet

Commencement, December 20, 2008

NOTE: After completing English 101 and 102, students must take and pass the Bowie State University English Proficiency Examination. Transfer students who completed their English composition requirements at another university should take the English Proficiency Examination during the first semester of enrollment at the University.

Students who have a disability and who would like accommodations should report immediately to Disability Support Services (DSS), located in Room 1328 in the Business and Graduate Studies Building or call Mr. Michael S. Hughes, DSS Coordinator a 301-860-4067.