A. **TITLE:** Colonial American Society

B. **COURSE NUMBER:** History 303

C. **CREDIT HOURS:** 3 hours

D. **WRITING INTENSIVE COURSE:** No.

E. **COURSE LENGTH:** 15 weeks

F. **SEMESTER OFFERED:** Fall or Spring

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL ACTIVITY:** 3 Hours lecture/week

H. **CATALOGUE DESCRIPTION:** This course explores the important themes in the history of the British American colonies in the seventeenth and eighteenth centuries. Particular attention is devoted to social and cultural developments, and to the bringing together of peoples from three different continents in the colonies. Other avenues of inquiry relating to such matters as imperial politics and economic growth will also be pursued. Three hours of lecture per week. Prerequisites: Early American History (HIST 103) and Expository Writing (ENGL 101) or Oral & Written Expression (ENGL 102) or permission of the instructor.

I. **PRE-REQUISITES:** Early American History (HIST 103) and Expository Writing (ENGL 101) or permission of instructor.

J. **GOALS (STUDENT LEARNING OUTCOMES):** By the end of this course, the student will:
   1. Describe the important themes of colonial American history.
   2. Explain and assess the process of colonization in the context of European expansion.
   3. Examine the interaction of peoples from three different continents in the British-American colonies, and assess the role of diversity in the development of colonial places.
   4. Identify the major trends in local and imperial governance of the colonies.
   5. Clearly outline the social and economic development of the colonies from settler outposts to revolutionary provinces.

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e. Clearly outline the social and economic development of the colonies from settler outposts to revolutionary provinces.

K. **TEXTS**: To be determined by the instructor.


L. **REFERENCES**: Other appropriate texts might include:

Anderson, Fred, *A People’s Army: Massachusetts Soldiers and Society in the Seven Years’ War*, (Chapel Hill, 1984).


Goodfriend, Joyce, *Before the Melting Pot: Society and Culture in Colonial New York City, 1664-1730*. 
Lockridge, Kenneth, *A New England Town: The First Hundred Years*. 


Tolles, Frederick, *Meeting House and Counting House*.


Videos:
*The American Experience: A Midwife’s Tale*
*The Black Robe*
*1776*
*The New World*

Websites:
*Virtual Jamestown*

M. **EQUIPMENT:** Technology Enhanced Classroom

N. **GRADING METHOD:** A-F

O. **MEASUREMENT CRITERIA/METHODS:**
essay examinations, quizzes, group research projects, oral presentations, class discussion, debates

P. **TOPICAL OUTLINE:** Attached.

Q. **LABORATORY OUTLINE:**
I. England, Africa, and America before 1600
   A. America before colonization, diversity and development
   B. Africa before colonization
   C. The expansion of Europe and England
   D. Colonization in the perspective of existing English trends
   E. Theories of colonization

II. The creation of the first colonies: intercultural contact and the process of planting a
   settlement
   A. Early European explorations
   B. Jamestown and the founding of Virginia
   C. The development of Virginia and the tobacco economy
   D. New England and the Great Migration
   E. Religion and trade in New England
   F. Those other colonies the Middle Colonies and the South

III. The uneasy 17th century
   A. Virginia and the Problem of Labor
   B. New England’s Indian problems
   C. The development of slavery
   D. Imperial policy and merchantilism

IV. Eighteenth century growth and development
   A. The growth of British provincial culture
   B. Women and the family
   C. The growth of the economy and the transatlantic trade
   D. Life on the frontiers

V. Toward a Revolution
   A. America and European conflicts
   B. Changing British Policy
   C. The French and Indian War and the High Point of the First British Empire.