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# Colonial America

HIST 4384 | MWF 12:20-1:15pm | Ratliff Building North 03041 | No Prerequisites

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**Professor:** Dr. Tim Seiter | **Email:** TSeiter@UTTyler.edu | **Office:** CAS 130 | **Hours:** Appt.

This course examines the dominance and resilience of Native peoples across the Americas as various colonizers attempted to lay claim to their physical and cultural spaces. Moreover, this class delves into the American Revolution and the later colonies of the United States. At the end of the semester, students will see how events from the colonial period continue to have profound effects on our nation today. Additionally, students will intimately understand how historians produce high-quality scholarship.

## Assignments

### Reading Reports - 40%

- Answer questions about the assigned readings, submit your answers before class, and discuss the readings during class.
- Example: <http://tinyurl.com/rz7tz49m>.

### Special Project Pitch - 10%

- Create a grading rubric for your special project and put together a compelling pitch. This can be written or video recorded.
- Full instructions: <http://tinyurl.com/3t8ua75k>

### Grading Scale

- A: > 89.5
- B: 79.5 - 89.4
- C: 69.5 - 79.4
- D: 59.5 - 69.4
- F: 59.4 or below

### Special Project - 30%

- Create a project that connects to a subject we learned about this semester and expands upon that topic.
- Full instructions: <http://tinyurl.com/3t8ua75k>

### Final Connection Exam - 20%

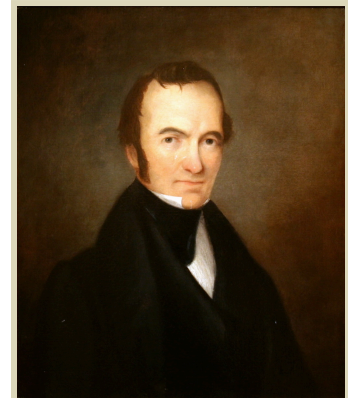
- Connect the class's major themes in a final essay. 15% take-home portion | 5% in-class portion.
- Full instructions: <http://tinyurl.com/3uxca679>

*Due dates for every assignment are on the course calendar below.*

## Extra Credit

**Inspiration:** Students who show up promptly and regularly for class will have the opportunity to earn extra credit in a method based on the Dungeons & Dragons "inspiration" system. Each point of inspiration provides 1 point on your final grade. A maximum of *five* points can be earned.

**Academic Events:** A multitude of UT Tyler departments regularly host public lectures and events on campus. Students may receive up to *one* point on their final grade for doing the following: (1) Provide evidence that you attended the entire event. (2) Write an essay of at least 300 words that provides the lecture's primary argument(s), a summary of content, and a discussion of at least one way in which the presentation relates to a historical topic from our course. (3) Email me the essay within two weeks of the event.



## Class Policies

**Attendance:** I will keep attendance, but I will not penalize you for missing class. However, the greater the number of classes you skip, the more difficult it will be to pass.

**Late Work:** All assignments received late (without an excused absence) will receive a 10-point deduction from the total grade for every 24-hour period they are late, beginning at the due date/time. Assignments received more than five days late (without excuse or communication with the professor) will receive a grade of "zero."



## Readings

Aside from one monograph that we will choose together as a class, all the required readings will be freely available on Canvas. You are expected to complete each reading, and each reading report, before class on Fridays.

## Schedule

<u>Date</u>	<u>Day of Week</u>	<u>Topic</u>	<u>Theme</u>	<u>Readings/Due Dates</u>
8/26	Monday	<b>Class Introduction:</b> Expectations and Learning What You Want to Learn	Subjectivity of History	
8/28	Wednesday	<b>Discussion:</b> "History" vs. "history"	Subjectivity of History	
8/30	Friday	<b>Discussion:</b> The Power of History	Subjectivity of History	William Arens, <i>The Man Eating Myth</i>
<b>Week 2</b>				
9/2	Monday	Labor Day	Reframing History	
9/4	Wednesday	<b>Lecture:</b> First Peoples in the Americas and Cahokia	Reframing History	
9/6	Friday	<b>Discussion:</b> Barr's "Prehistory"	Reframing History	Juliana Barr, "There's No Such Thing as 'Prehistory'"  "Exploring Early America, Recording History," Library of Congress
<b>Week 3</b>				
9/9	Monday	<b>Lecture:</b> The Little Ice Age	Environmental History	[Census Day]
9/11	Wednesday	<b>Lecture:</b> The Karankawas and their Environment	Environmental History	
9/13	Friday	<b>Discussion:</b> Shepard Krech, Ecological Indians and Push Back	Environmental History	Introduction to Shepard Krech's <i>The Ecological Indian</i> and Harkin and Lewis, <i>Native Americans and the Environment</i>
<b>Week 4</b>				
9/16	Monday	<b>Lecture:</b> The Karankawas and <i>their</i> First Contact	First Encounters	
9/18	Wednesday	<b>Discussion:</b> The Columbian Exchange and Guns, Germs, and Steel Correction and Nuance.	First Encounters	

		<b>Overview:</b> Special Project		
9/20	Friday	<b>Discussion:</b> Naufragios	First Encounters	Álvar Núñez Cabeza de Vaca, <i>La Relación</i>
<b>Week 5</b>				
9/23	Monday	<b>Lecture:</b> Sieur de La Salle and Fort St. Louis	Rivalry	
9/25	Wednesday	<b>Lecture:</b> The Talons, The Karankawas, and the Spanish	Rivalry	
9/27	Friday	<b>Discussion:</b> The Talon Interrogation	Rivalry	Huntington and Franklin, "The Talon Brother's Interrogation"
<b>Week 6</b>				
9/30	Monday	<b>Lecture:</b> Presidio La Bahia	Native Dominance	
10/2	Wednesday	<b>Lecture:</b> The Karankawa-Spanish War	Native Dominance	
10/4	Friday	<b>Discussion:</b> Comanche Empire	Native Dominance	Pekka Hämäläinen, <i>Comanche Empire</i>
<b>Week 7</b>				
10/7	Monday	<b>Lecture:</b> Setting the Stage for the American Revolution	Mythmaking	
10/9	Wednesday	<b>Lecture:</b> Smallpox Blankets, Hatchets to the Head, and Uprisings	Mythmaking	
10/11	Friday	<b>Discussion:</b> Class Selected Book	Mythmaking	Class Selected Book
<b>Week 8</b>				
10/14	Monday	<b>Lecture:</b> The Patriots and the French	Perspectives	
10/16	Wednesday	<b>Lecture:</b> The British and the Germans	Perspectives	
10/18	Friday	<b>Lecture:</b> The Spanish	Perspectives	Special Project Pitch Due (10%)
<b>Week 9</b>				
10/21	Monday	<b>Lecture:</b> The Native Peoples	Perspectives	
10/23	Wednesday	<b>Lecture:</b> The Enslaved Peoples	Perspectives	
10/25	Friday	<b>Discussion:</b> Whose Revolution? And Whose Perspective is Correct?	Perspectives	U.S. Declaration and Constitution
<b>Week 10</b>				

10/28	Monday	<b>Lecture:</b> The French Revolution	Revolutions	
10/30	Wednesday	<b>Lecture:</b> The Mexican Revolution	Revolutions	
11/1	Friday	<b>Discussion:</b> Formation of a Revolution	Revolutions	Lawson, <i>Anatomies of Revolution</i>
<b>Week 11</b>				
11/4	Monday	<b>Lecture:</b> Westward Expansion	Settler Colonialism	[Last Day to Withdraw]
11/6	Wednesday	<b>Lecture:</b> Stephen F. Austin versus the Karankawas	Settler Colonialism	
11/8	Friday	<b>Discussion:</b> Genocide, Ethnocide, or None at All?	Settler Colonialism	Gary Clayton Anderson, "Genocide or Ethnocide," <i>Western Historical Quarterly</i> Roundtable
<b>Week 12</b>				
11/11	Monday	<b>Lecture and Discussion:</b> Texas, an American Colony?	Settler Colonialism	
11/13	Wednesday	<b>Lecture:</b> The Texas War	Settler Colonialism	
11/15	Friday	<b>Discussion:</b> A Revolution or a Rebellion? Slavery or Liberty?	Settler Colonialism	Stanford, Tomlinson, Burrough, <i>Forget the Alamo</i> and various articles covering the recent TSHA controversy.
<b>Week 13</b>				
11/18	Monday	<b>Lecture:</b> What is a Trustworthy Source? Peer-Review? Chicago Style Footnotes?	History as a Profession	
11/20	Wednesday	<b>Lecture:</b> Writing an Easy A Essay	History as a Profession	
11/22	Friday	<b>In Class Work:</b> The Power of Peer Pressure: Starting Your Special Project	History as a Profession	Proper Citation Assignment on Canvas
<b>Week 14</b>				
11/25	Monday	Thanksgiving Holiday	Relaxation	
11/27	Wednesday	Thanksgiving Holiday	Relaxation	
11/29	Friday	Thanksgiving Holiday	Relaxation	No Reading Reports Due
<b>Week 15</b>				
12/1	Monday	<b>Lecture:</b> The United States and its Colonies	Spheres of Influence	
12/3	Wednesday	<b>Lecture:</b> United States Intervention in Latin America	Spheres of Influence	

12/5	Friday	<b>Discussion:</b> What Did You Learn This Semester? And Final Exam Prep	Spheres of Influence	Special Project Due (30%)
<b>Week 16</b>				
12/9	Monday	Final Exam	Finals	In-class Final Exam (5%) Take Home Exam (10%)

*The class schedule is subject to change throughout the semester.*

## Other Syllabus Statements

**Academic Honesty (and Dishonesty):** Violations of the UT Tyler Honor Code will be acted upon in accordance with the policies and procedures outlined in the Student Handbook. Any act of academic dishonesty (plagiarism or cheating) will result in an immediate grade of zero on the assignment and be reported to the UT Tyler Honor Council. The student who cheated may also receive an immediate "F" for the course.

**AI:** Generative AI may be used with prior instructor permission and appropriate attribution.

**Disability Accommodations:** Students who need academic accommodations for a disability must first register with the UT Tyler Office of Student Accessibility and Resources (SAR). Students can visit <https://www.uttyler.edu/academics/success-services/disability-services/> to begin the process. Please note that accommodations are not retroactive, but rather require advance notice in order to implement.

**Sexual Harassment:** All forms of sexual harassment, including sexual assault, dating violence, domestic violence, and stalking, are violations of UT Tyler's Title IX Sexual Harassment Policy and may also violate Texas law. Students who wish to file a complaint or to receive more information about the grievance process may contact Blake Bumbard, UT Tyler's Title IX Coordinator, at [bbumbard@uttyler.edu](mailto:bbumbard@uttyler.edu) or 903.565.5760. Please note that faculty and staff are mandatory reporters. If students notify faculty or staff of sexual harassment, they must report it to the Title IX Coordinator.

**Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence.

**Medical-Related Absences:** To ensure academic continuity and avoid any course penalties, students should follow procedures described by their instructors in order to be provided with appropriate modifications to assignments, deadlines, and exams.

**Excused Absences for University Extracurricular Activities:** Students participating in an officially sanctioned, scheduled university extracurricular activity should be given the opportunity to make up class assignments or other graded assignments that were missed as a result of their participation. It is the responsibility of the student to make arrangements for make-up work with the instructor prior to any missed scheduled examinations or other missed assignments.

**Mental Health Resources: On-Call and Ongoing Counseling Services:** Throughout the academic year, students may encounter different stressors or go through life experiences that impact their mental health and academic performance. Students who are in distress or have concerns about their mental health can schedule a same-day or next-day appointment to speak with a counselor by calling Counseling Services. Counselors are available at any time, day or night for students in crisis at this number: 903.566.7254.

Additionally, for any kind of crisis, you can reach the National Suicide Prevention Lifeline/Crisis Text Line by calling or texting 988. You can also reach Trans Lifeline at 877.565.8860.