

Department of Humanities  
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Hours of Availability:  
Monday – Thursday: 12-2:30



## Americas: 1600-1783

Summer II, 2018  
Online

### Course Description

This course, as a short semester, will focus on one aspect of the period – the development of the North American English colonies. It will explore why colonies were established as well as how they differed in dramatic ways. In addition the course will examine how those colonies changed over time to influence the path of the United States once it formed.

### Course Style

Activities will focus on reading, writing, and short teaching segments.

### Importance of Communication

In a short semester it is vital that you stay in touch – especially if you run into any roadblocks. Our schedule and assignments are necessarily compressed, so falling behind is not an option. Contact me immediately if you hit a point of struggle.

It is vital that students stay in communication with me as the course progresses. Most struggles students have in college courses can be resolved with simple conversations between student and teacher. If there are difficulties with concepts or assignments, it is not a cause for embarrassment or panic but an opportunity to improve skills and expand knowledge. Just get in touch. We will work through the issue.

I try to make communication as easy as possible and keep regular hours when I am available to talk. We can meet in person, talk on the phone, or video chat.

If you cannot meet during my hours of availability you can request another time when you are available. Please just email me to set up a time.

### Resources

This course does not use a specific textbook. Resources will be provided via Blackboard, so please see the Resources tab.

All resources provided are for your use in this class only. That is why they are being provided via a password protected system like Blackboard. Do not illegally reproduce or distribute them.

### Syllabus

Please keep your syllabus accessible for the entire semester. It will serve as a guide to not only class assignments but also to understand class expectations. If any revisions have to be made to the class schedule during the semester, I will let you know via a class announcement. Students are responsible for knowledge of all class announcements.

### Participation

As a short semester online class, it is important for students to maintain focus on completing assignments. It is best to check your SRSU email and Blackboard daily to stay current.

### Grading

Weekly Writeups	500 points
Weekly Teach-a-Topic	250 points

Your grade will be the number of points you receive on the items listed above divided by the total number of points possible. For example, if you receive 675 points among the assignments that is 675 divided by 750 equals 0.9 or 90%. That is the minimum needed for an A in the class.

Note: There are no extra point opportunities in this course. It is best to keep up with your scores on assignments to know how you are doing.

### Writing Assignments

This class will have five writing assignments—each 2-3 pages long. The goal in each is to absorb the information you have explored during the week and develop a comprehensive

exploration that is unique to you. This is **not a book report where you just restate the information** provided. The goal is to show what you have learned. How do the sources, as a group, help you understand the topic well? What overarching themes do you take away from the sources? What specific information helped you understand those themes in a new way? Do you see areas that you lack understanding and need to research further? Since these writing assignments are the main source of grades for the semester it is expected that they are of very good quality. More information will be provided on these assignments.

### Teach-a-Topic

The goal of a teach-a-topic assignment is for you to explore a topic of your choosing and then help other students understand it well. The process is to select a topic that you want to know more about, research the topic from multiple sources, and then produce a five-minute video explaining the topic to your fellow students. Please do not provide an overview video on surface information. It is better to choose a small detailed topic to give fellow students more depth of understanding. More information will be provided on these assignments.

### Student Learning Objectives (SLOs)

- 1) Develop the ability to understand history rather than simply memorize.
- 2) Communicate causes and effects clearly.
- 3) Have the ability to explain the “why” of history instead of just the “who, what, when, and where.”
- 4) Improve short-form writing skills in content, organization, style, and grammar.
- 5) Develop skills in assessing non-textbook material for how it connects to the course content.

### ADA Statement

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623 Garner Field Road, Rio Grande College-Sul Ross State University, Uvalde, Texas 78801. Telephone: 830-279-3003. E-mail: kbiddick@sulross.edu.

# Class Weeks

## Week 1

July 10 – July 16

- **Why Establish Colonies?**

## Week 2

July 17 – July 23

- **Establishing the Colonies 1**

## Week 3

July 24 – July 30

- **Establishing the Colonies 2**

## Week 4

July 31 – August 6

- **Colonial Relationship with Britain**

## Week 5

August 7 – August 13

- **The Colonies “Grow Up”**