

SUL ROSS STATE UNIVERSITY  
SUMMER I 2025

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HIST 4316 Sec 1W1  
Web-Delievered

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**17<sup>th</sup> Century Colonial America – Readings & Research**

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**Course Description:** 17<sup>th</sup> Century Colonial America – Readings & Research (3-0). An introduction to the historical interactions of European Settlers and Native American nations in Anglo-French North America during the 17<sup>th</sup> century. Students will complete readings not only into the history, but also the modern historiography of the period.

**Required Texts:** *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650–1815. 20<sup>th</sup> Anniversary Issue.* Richard White. (Cambridge: Cambridge University Press, 2010.) ISBN: 978-0521183444 (paper);

**Assignments:**

Syntheses & Analysis (10)	Historiography (1)
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**Student Learning  
Outcomes:**

**The graduating student with a B. A. in History will:**

Develop an informed, critical and articulate approach to the study of history.

***Marketable Skills:*** *Critical Thinking:* Absorption, comprehension, synthesis of Data

*Ibid:* Development of pattern recognition and causal skills.

***Global Fluency:*** Ability to place the United States in a global context

The history student will demonstrate knowledge of American History, World History, and Non-American History

***Marketable Skills:*** *Students can meet deadlines in a successful manner.*

*Students can discharge responsibilities in an adequate manner.*

*Students can manage the absorption of data.*

Demonstrate knowledge of historical events, movements, major turning points and personalities of the past.

***Marketable Skills: Professionalism:*** Knowledge and understanding of the civic roles and responsibilities of a United States citizen.

***Critical Thinking/Professionalism:*** Ability to relate the importance of the historical past when considering public policy decisions.

The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.

***Marketable Skills:*** *Students can utilize data to persuade various audiences.*

*Students can utilize data to generate and strengthen ideas.*

*Students can decipher stances adopted by various individuals.*

The history student will demonstrate historical research skills in a logically organized, written paper that is mechanically correct and supported by relevant documentation of historical content

***Marketable skills:*** *Students can identify useful resources from a pool of data.*

*Students can select and organize data in a relevant manner.*

*Students can make written presentations to various audiences*

SLO's are assessed as follows:

Reading Syntheses & Analysis = SLOs 1-3 & 5	Historiography Paper = SLO's 1-5

**Course Learning**

**Outcomes**

Students who complete HIST 4316 with a grade of "C" or higher will be able:

- ❖ Be able to trace the historical development of Native American, English, and French communities through political, economic, socio-cultural developments.
- ❖ Be able to chart long-term historical & political trends in American History between 1650-1815
- ❖ Demonstrate knowledge of key historical events, movements and personalities in American History between 1650-1815.
- ❖ Understand the role that historical interpretation plays in the assessment of the past and be able to identify and critique various and differing interpretations of the past.
- ❖ The development of critical thinking and writing skills through essay test questions, a research paper and critical book reviews.

**TExES Standards:**

Students seeking teacher certification in the History and Social Studies 7-12 areas will cover some or all of the following standards.

Core Subjects EC-6/4-8: Social Studies Standards IV, V, VII & IX

History 7-12: Standards II, IV, V & IX

Social Studies 7-12: Standards II, IV, V & IX

**Course Requirements:**

**Academic Integrity** - Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

**A. D. A. Statement:** Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility services must contact:

**Mary Schwartze-Grisham, M.Ed./LPC**

**SRSU Accessibility Services Director**

**Counseling and Accessibility Services,**

Ferguson Hall 112

Mailing Address: P. O. Box C-122; Alpine, TX 79832

Phone: (432) 837-8203

E-mail: mschwartz@sulross.edu

**OR**

**Alejandra Valdez**

**Title V Retention Specialist and Career Services Coordinator- Eagle Pass**  
Phone: (830) 758-5006  
E-mail: Alejandra.valdez@sulross.edu

If you have an accessibility letter from the C. A. S it is your responsibility to ensure that the instructor has received a copy of it so your specific accommodations can be met.

**Appealing the Final Grade:** If students wish to appeal their grade, this discussion should begin with the instructor and proceed according to university policies and procedures. For university policies on appealing a grade, please see the Student Handbook for the procedures in place.

**Attendance** - It is highly recommended you attend class. Per SRSU requirements attendance is taken at the beginning of each class.

**Classroom Climate of Respect:** Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

**Cell Phone Policy:** Turn all electronic devices to silent and put them away. Use of electronic devices during the class is strictly prohibited, and users electronic devices may be asked to leave the class.

**Contacting the Instructor:** My office telephone number and e-mail are included for emergencies. E-mail is the preferred method of communication. Please use the following format in your subject line for any e-mail communications: YOUR NAME: HIST 3304-Subject of E-mail.

**Late Assignments:** Assignments turned in late will lose 10% off their maximum grade each day the assignment is late. After 4 days you will receive a grade of "F".

**Libraries:** The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu/](http://library.sulross.edu/). Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/find-and-borrow/texshare/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu).

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer

specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

**On Writing Well:** The members of the history faculty believe that it is important that students be encouraged to write well in classes other than English. To that end, each examination will contain essay questions; while major assignments such as readings summaries, concise historical notebooks, and a critical book review will be required. Points may be deducted from your grade for the overall quality of the essay, reflection or paper, including spelling and grammatical errors. (HINT: **Use Spelling & Grammar Check**).

**SRSU Distance Education Statement:** Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

**Student Responsibilities** - All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize him/herself with the requirements of such laws.

**Writing Tutoring:** Students needing assistance with writing are urged to use the services of the **SRSU Writing Centre**, found in Blackboard. If logged into Blackboard click: [https://shsu.blackboard.com/ultra/organizations/\\_195798\\_1/cl/outline](https://shsu.blackboard.com/ultra/organizations/_195798_1/cl/outline). Please note that while the writing tutors can help you with grammar, structure, formatting and citations they will not write assignments for you nor are they editors.

**Contact:** Robin Alvarez, Writing Center Coordinator, [rka19ro@sulross.edu](mailto:rka19ro@sulross.edu)

Students in Alpine may also visit the **Lobo Den Tutoring Centre**, part of the Lobo Den Advising Centre, located in the Bryan Wildenthal Memorial Library first floor. The Tutoring Centre provides guidance in Writing, mathematics, Science, Spanish, and more.

**Contact:** Anthony Quintana, Coordinator of Tutoring Services, [anthony.quintana@sulross.edu](mailto:anthony.quintana@sulross.edu)

**Student  
Responsibilities:**

You are responsible for attending all lectures, taking notes and completing the readings.

You are responsible for getting notes from a missed class from a classmate.  
 You are responsible for turning in assignments on time.  
 You are responsible for being in class to take quizzes and exams  
 You are responsible for verifying your enrollment in or withdrawal from the course. If you quit the class, but your name still appears on the Banner grade sheet at the end of the semester you will receive an “F” for the course.

**Instructor**

**Responsibilities:**

Mr. Marsh will know the course content; explain relevant concepts and principles; facilitate class participation; hold office hours; treat students fairly and with respect; and create a positive learning environment.  
 Mr. Marsh will field any question on the course content  
 Mr. Marsh will return assignments in a reasonable amount of time.  
 Mr. Marsh will hold office hours and answer student e-mails on the course.

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**Course Assignments:**

**Reading Syntheses & Analysis:** History is a discipline based around the written word, which makes reading the text is a critical part of understanding the material and successfully completing the course. With each chapter you will write a one-to-two page synthesis based on the readings for that lesson. Second, you must also analyse, based on your reading and synthesis, what the main thesis of the chapter is. ***See Appendix I for Complete Details)***

**Historiography Paper:**

Each student will complete a 6-8 page historiography paper on the impact *The Middle Ground* had on the history of Native American and Colonial interactions.. Finished essays will be uploaded to Blackboard and run through SafeAssign. (***See Appendix V for further Details).***

**Grading Breakdown:**

Assignment	Numbe	Points Ea.	Assignment Total Points
Reading Syntheses & Questions	10	70 pts	700 pts
Historiography Paper	1	300pts	300 pts
			1000 Total Points Possible

**Grade System:**

A = 1000 - 900  
 B = 899 - 800  
 C = 799 - 700  
 D = 699 - 600  
 F = 599 - 0 points

## **Schedule of Lectures & Readings**

### **Week I**

Assignment: Synthesis & Analysis #1-3

Reading: White *The Middle Ground* Ch. 1-3

### **Week II**

Assignment: Synthesis & Analysis #4-6

Reading: White *The Middle Ground* Ch. 4-6

### **Week III**

Assignment: Synthesis & Analysis #7-9

Reading: White *The Middle Ground* Ch. 7-9

### **Week IV**

Assignment: Synthesis & Analysis #10

Reading: White *The Middle Ground* Ch. 10;

Historiography Readings

### **Week V (19 February)**

Assignment: Historiography Paper

Reading: Historiography Readings (If not finished)

**Note: Lectures and Readings are tentative and may be changed at the discretion of the Instructor**

## Appendix I: Reading Syntheses & Analysis

### **I: Learning Objective**

The book readings are designed to introduce students to the varied interactions of Native and Colonial America, the differing approaches taken by French and English colonial powers towards Native nations, and promote critical thinking. The reading synthesis is designed to build knowledge and skills related to the study of history including but not limited to: reading comprehension, interpretation and synthesis, critical thinking, time management and writing in Standard English.

### **II. Directions**

For each chapter you will complete a reading synthesis & analysis. After reading the assigned pages, first, write a two-three page synthesis of the topics and information found in the readings. A synthesis is not designed to be exhaustive, but to give a brief overview of what is being covered. Look at what the main ideas and topics are in the chapter when beginning to outline your summary.

Second, you must also analyse what the main thesis or theses for the chapter. What is White's argument or thesis for that chapter, how effective is it, does it support the overarching thesis of the book? Your analysis will be one page.

### **III. Format**

Assignments need to be completed in Microsoft Word. All pages to be double-spaced and using 12pt Times New Roman or Cambria font.

- Your Name, Date, HIST 4316 and the assignment week need to be in the upper right-hand corner of the page.
- Original title for the summary on next line, centred
- Body of the synthesis
- NO QUOTES FROM THE TEXTBOOK OR READINGS IN THE SYNTHESIS

### **IV. Discussion Board Grade Sheet**

Assignment Grade Topics	Accomplished	Proficient	Developing	Needs Improvement
Evidence of Reading	10	8	7	6
Recognizes and Discusses Primary Themes of Reading	14	11	10	9
Recognizes and discusses impact of major historical figures	10	8	7	6
Evidence of Synthesis and Interpretation	10	8	7	6
Analysis – Identifies the main thesis of the chapter.	7	6	5	4
Analysis – Examines and discusses the thesis, its effectiveness and support of the overall thesis of the book.	14	11	10	9
Formatting	5	4	3	2
	70pts	56pts	49pts	42pts

## Appendix II: Historiography Paper

### **I: Learning Objective**

The Historiography paper is designed to build knowledge and skills related to the study of history including but not limited to: research skills, knowledge of trends in historical research, evaluation of sources, historical interpretation and synthesis, reading comprehension, critical thinking, time management and writing in standard English.

### **II. Historiography Paper Directions**

1. Each student will write a historiography paper on what the Middle Ground framework is, the impact of the approach on historians, and on the interpretation of American history in the 17<sup>th</sup> to early 19<sup>th</sup> centuries..
2. The sources that will be used to write this paper are provided by the instructor and will be available in Blackboard. **WIKIPEDIA OR OTHER ONLINE SOURCES MAY NOT BE USED IN THIS PAPER.**
3. The historiography paper must be a minimum of 6-8 pages long.
  - a. The 6 pages DOES NOT include the title page or the bibliography.
  - b. Historiography Papers must include an introduction, a conclusion beginning with “In Conclusion” and a thesis (topic) statement.
4. The historiography paper is an individual assignment. **No co-written papers.**

### **III. Historiography Paper Format**

- Turabian format and footnote citation will be used.
- All pages must be double spaced and in 12 pt. font, either Time New Roman or Cambria.
- **Title Page:** Must include original title, name and date centred on page
- **Main Text:** Must include an introduction and conclusion. All source citations whether directly quoted or paraphrased must be cited in footnotes. Page numbers in upper right corner. Conclusion must begin with “In conclusion.”
- **Bibliography:** Minimum of all provided sources from instructor. Additional sources may be included, but hard copy or EBSCO E-Books/Articles only. **WIKIPEDIAS AND NON-PEER REVIEWED ONLINE SOURCES ARE PROHIBITED.**

### **V. Easy Ways to Fail the Historiography Paper**

- Turning another students paper as your own = F
- Stealing work off the internet and turning it in as your own (plagiarism) = F
- Turning in the same paper as another student in class = F
- No Bibliography + no sources cited = plagiarism = F
- No citation of sources = F

## **VIII. Term Research Paper & Presentation Grade Sheet**

Assignment Grade Topics	Accomplished	Proficient	Developing	Needs Improvement
<b>Introduction</b>				
Introduces topic, coverage, and scope of the historiographical framework	30	24	21	18
Details main topics of paper	25	19	17	15
<b>Comprehension</b>				



Clear thesis statement	30	24	21	18
Develops thesis throughout paper through historical argument.	45	36	32	27
Uses sources to support thesis arguments	35	30	25	22
Shows ability to offer synthesis of historical material	25	19	17	15
Integrates sources into paper	20	17	15	12
<b>Conclusion</b>				
Begins with "In Conclusion"	10	7	6	5
Effective restatement of the primary thesis of research paper.	30	24	21	18
<b>Formatting</b>				
All formatting requirements met.	50	40	35	30
	<b>300pts</b>	<b>240pts</b>	<b>210pts</b>	<b>180pts</b>