Syllabus - History 4410/01 - Colonial America to 1763
CRN11995
TR – 2:00 –3:15 – SO 3031
Instructor - Dr. Elsa A. Nystrom
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Desire2Learn
Class news and information such as PPT’s and study guides will be posted in D2L during the semester. You can also email me through D2L but I prefer that you email me at my kennesaw.edu account. I check it more often that I check D2L, however check your KSU students account and check D2L for class reminders and information.

Turnitin.com You are required to upload your two major papers to Turnitin.com If you haven’t signed up for Turnitin for another class, please register on the Turnitin.com website. Password information will be provided after semester starts.

Books:
The American Colonies, The Settling of North America Alan Taylor and
American Odysseys, a History of Colonial North America Shannon, Timothy J. and David N. Gellman

Course Objective: History 4410 will use lecture, primary documents, writing assignments and discussion to study the relations between Native-Americans and Europeans, the conflict between the European powers that settled North America, and the wars for possession of North America until 1763. The course will also focus on the intellectual, cultural and social history of this period, as well as colonial involvement in European wars and the relationship of the British colonies to the Atlantic world. Students will acquire a deeper knowledge of the historical facts pertaining to this period as well as the ability to determine the various historical trends that developed during this time frame. Students should also improve their understanding of the nature of history and improve their ability in regard to historical methodology and analysis of primary documents. The supplementary readings, class discussion and writing assignments are all directed towards this end.
In addition, I have assigned two survey texts, written some years apart; the Taylor book in 2001 and Shannon and Gellman in 2014. Although they cover the same time period, the material is quite different in selection and arrangement, so you will have to look carefully at the pages assigned for each class. If nothing else, it should give you some idea of how the writing and interpretation of the past history(often the same material) changes over each decade.

Attendance Policy: Students are expected to attend class. Obviously, if you are not in class, you will not be able to participate in discussions on the assigned material.
Assignments
This is a writing intensive class not an exam intensive class. Your grades will be based on the successful completion of 4 minor writing assignments, two major papers, a midterm and a final exam, as well as your attendance and participation in the class. You have several options regarding the topics you select for the major papers. Whatever option you choose, you must hand in your paper on the due date. Late papers immediately lose a letter grade. The minor paper assignment due dates are listed on the syllabus course calendar as well and reminders will be posted on Desire2Learn during the semester. All assignments must be typed and turned in on the due date or they too will lose a letter grade immediately.
Your grade is based on the following:

An average of the grades received on the 4 minor writing assignments provides 20% of your grade. The two major papers are worth 20% each, and both the midterm and the final exams are worth 20% each.

To make an A you must have an average of 90% or higher, a B, 80 to 89%, C 70 to 79%, D, 60 to 69%. Anything below 60% earns an F.

Exams

Both exams will contain an essay and short answer section. The objective part may include fill in the blanks, True-False or multiple choice or matching sections test your knowledge of historical facts and interpretation, along with identification of terms. The essay section will contain at least six questions, from which you will have to answer two or three. The essay questions will determine your understanding of the relationship between ideas and events and cause and effect written in a persuasive and effective manner.

Make-up Exam

No make-ups allowed unless you have a major problem or made arrangements ahead of time.

Class Participation

Participation involves attending class, discussion of reading assignments and remaining alert during lectures. Cell phones turned off during class period; no web surfing during class please. Computers may be used for note taking.

Incompletes and Drops

An incomplete (I) grade is assigned only in case of an emergency, and applies only to students in good standing carrying a C average who have already completed at least 75% of the work. If possible, please notify me if you have a problem before the date of the final exam, so that we can work out a method for the completion of the course.

The last date to drop a course without penalty is March 3. You will be dropped from a class only if you notify the registrar and fill out the proper forms.

Academic Honesty and student Conduct:

The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of these high standards is crucial since the validity and equity of the University’s grades and degrees depend upon it. Any student found guilty of an infraction or a regulation for academic honesty shall be suspended for at least one semester unless evidence is provided to convince the court that substantial mitigating circumstances existed in that student’s offense.

The following regulations are designed to assist students in developing appropriate standards and attitudes with respect to academic honesty. To this end, the regulations protect students against infractions that may compromise the validity of their degree or place them at an undue disadvantage with respect to the equity of their grades.

A. Plagiarism and Cheating

NO student shall receive, attempt to receive knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit as part of a course(including examinations, laboratory reports, essays, themes, term papers, etc.) When
direct quotations are used, they should be indicated; when the languages, ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged.

B. Unauthorized Access to Official University Materials
NO student shall take or attempt to take, steal, or in an unauthorized manner otherwise procure, gain access to, alter or destroy any material pertaining to the conduct of a class. For further information on Academic Honesty, see the current KSU Catalog.
Any infraction of the above rules will be handled according to the appropriate KSU policy.

Course Calendar

January 8  First Day of Class
March 3  Last day to drop without penalty
March 29 - April 4  Spring Break
April 29  Last Day of Class
May 1  Final Exam – 1:00 - 3:00 PM

Writing Assignments
Major Papers
There are several options for the major papers which should be at least 5 pages in length, double spaced, either 10 or 12 point font. They should be written in essay format using the Chicago Manual of Style (Turabian) for footnotes or endnotes and a Sources Cited page. It is necessary to use outside sources to write these papers. You use information from Taylor and Shannon and Gellman, as well as lecture and PPT’s used in class but you must also use data from at least three other sources as well. You have three topic options for each of the two major papers.

Major Writing Assignment Options and Due Dates:

Paper 1 - Due March 6

Option 1 – Analyze and explain the role of native people in the formation of Spanish and French Settlements from the 15th to the mid-17th century. How successful were the Spanish and French in converting Indians to Catholicism. Explain. Did the importation of slaves from Africa change the status of the Indians? Which of these two groups had more status in their colonies and how did people of mixed race, black/Indian/white/Indian, black/white, fit into Spanish and French society? Explain and provide examples.

Option 2 – What would you expect to be the outcome of the relationships between the Europeans and the Indians if your information was limited to the information about the new world sent back to Europe by explorers and colonists? Read at least four of these accounts, there are many examples in the bibliography of your text, and chose examples from explorers from at least three countries. They will provide you with information and examples for your arguments and conclusions.
Option 3
Compare and contrast the colonies established by the Spanish, the French and the English in regard to pattern of settlement, family life, financial success, importance of agriculture and industry, religion, government and importance to the mother country.

Paper 2 – Due April 8

Option 1
Provide a reasoned argument to explain why slavery developed differently and at different times in the French, Spanish and British colonies. Which country had the most harsh laws regarding the treatment of slaves? (Here you can refer to the Code Noir, the Virginia Slave Codes and writings of Las Casas. Why do you think this happened and how would British treatment of slaves affect the racial attitudes in America in the 19th century?

Option 2
What role did religion play in the lives of the Spanish, French and British colonists and the Indians they met?
Did the Europeans use religion as a tool to control and civilize the Indians or did they sincerely want to convert them to Christianity or both? Which groups of Indians benefitted or suffered most from their conversion to Christianity? Provide examples. How did witchcraft figure into religious observances among these groups.

Option 3
Explain how the role of women of all races in the Spanish, French and British colonies evolved from the early days of settlement until the 1700s. In which colonies were women most prized and where did they have the most opportunities and freedom? Did women's status change if more women came to the colonies and how were slave and Indian women treated?

Minor Writing Assignments
These assignments are much shorter and more structured. Each requires you to produce a 50 word sentence, answering the question asked in each assignment. They are due throughout the semester and must be handed in on the due date for full credit. You will all have to read yours to the class at some time during the semester. Note Well! You must not exceed 50 TYPED words or you will lose points and your assignment must be one, grammatically correct sentence. Grading rubric for minor writing assignment will be posted on Desire2Learn.

Minor Writing Assignments and Due Dates
#1 – Summarizing an argument – Read Taylor, Introduction, pages x to xvii. Why does Professor Taylor say it is now much more difficult now (in 2014) to write the history of colonial America?

Due January 16

#2 - After reading the preface to American Odysseys, how do the authors feel about the way the history of the colonial world has been taught? How does their view differ from that of Alan Taylor, or does it?

Due January 23

#3 – Source Comparison. Read the Mayflower Compact and the Massachusetts Bay Colony Constitution. Compare the differences in the governments the Pilgrims and Puritans wanted to establish. Find Mayflower Compact here...

http://avalon.law.yale.edu/17th_century/mayflower.asp

Find Massachusetts Bay Charter here...

http://avalon.law.yale.edu/17th_century/mass03.asp

Due February 6

#4 – Analyzing a Source – After examining the portrait of Catherine Tekawitha, why might this woman have been portrayed so differently over time? First known picture of Catherine Tekawitha is found here

http://www.wilsonsalmanac.com/images1/kateri_tekakwitha_cr.jpg

http://www.leveillee.net/kateri/mycousin/kateri2b.jpg

http://4.bp.blogspot.com/_WPjZST8SC40/SoX-UtDq7PI/AAAAAAAAl8/RGB2oVoZgbVs/s400/KateriTekakwithaWeb.gif

Due February 13

Course Calendar - Lecture/Discussion Topics and Reading Assignments

Week One
January 9 - The Americas’ before European Intervention. read introduction in both texts. Taylor ix-xvii, Shannon xi-xiii

Week Two
January 14 - 16 - Europe and Africa on the Eve of Conquest, Taylor, 3 - 22, Shannon, 3 - 12

Minor Assignment #1 due, January 16

Week Three

Minor assignment # 2 due January 23

Week Four

Week 5
February 4 - 6 – Virginia and the Chesapeake. Taylor, 117-137, 138-157, Shannon, 71 - 78
Minor Assignment #3 - due February 6
Week Six

Minor Assignment #4 - due February 13

Week Seven
February 18 - 29 - British Colonies in the Caribbean – Taylor,204-221, Shannon, 67-70

Week Eight
February 25 - 27 - Catch up if needed.
Midterm Exam - February 27

Week Nine
March 4 - 6 – Family Life and Witchcraft, Taylor 179, 183-185, 374, 378, Shannon 219-249

Paper 1 Due - March 6

Week Ten
March 11 - 13 The Restoration Colonies; Carolina, New York, Georgia. Taylor, 222- 254
Shannon 78-88

Week Eleven
March 18 - 20 The Atlantic World and the impact of slavery, Taylor , 301-337,
Shannon 117-149. New settlers, Shannon, 252-281

Week Twelve
March 25 - 27 Revolutions – Taylor 275-300

Week Thirteen
Spring Break, no classes - March 29 - April 4

Week Fourteen
April 8 - 10 Social change in the colonies; Taylor, 338-362, Shannon 284-318,
The English connection, religious revival

Week Fifteen
April 15 - 17 The French and Indian War and a maturing colonial society – Taylor,
396-443, Shannon, 320 - 360.

Paper 2 –due April 17.

Week Sixteen
April 22 - 24 – French and Indian War continued.

Week Seventeen
April 29 The Colonies in 1784, Shannon 362-269.

Final Exam – May 1, 1:00 - 3:00 PM