Instructor Information
Professor: Andrew Lannen
Office: 360 Liberal Arts North
Phone: 468-2072
Email: lannenac@sfasu.edu
Office Hours: TR 8:00-9:15am, 10:45am-12:15pm
Class time and Location: TR 12:30-1:45pm, F471

Course Description
Study of the colonial foundations of North America from Columbus to 1763. Special emphasis on British colonial administration and rule.
Required Readings
● William Moraley, The Infortunate ISBN 0271026766
● Richard Godbeer, Escaping Salem ISBN 0195161300
● Marcus Rediker, Villains of All Nations ISBN 0807050253
● Ian Steele, Betrayals ISBN 0195084268

Additional Required Materials
3 8.5 x 7 (small-sized) Blue Books

Program Learning Outcomes
The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History:

The SFA History major can:

1. INTERPRET THE PAST IN CONTEXT
   Historical thinking, Reasoning about the past
   • Develop a body of historical knowledge with range and depth.
   • Make connections between events and their historical contexts.
   • Identify and analyze cause and effect, recognize the contingent nature of historical events.
   • Explain historical significance.

2. UNDERSTAND THE COMPLEX NATURE OF THE HISTORICAL RECORD
   Evaluating and using sources to gain knowledge and conduct research about the past
   • Distinguishes between primary and secondary sources—and know when to use each.
   • Identify and evaluate the arguments and evidence used in a single secondary source
   • Synthesize multiple secondary sources and demonstrate an understanding of key issues in a historiographical conversation.
   • Analyze and contextualize a single primary source
   • Analyze primary sources by multiple historical actors with different perspectives

3. ENGAGE IN HISTORICAL INQUIRY, RESEARCH, AND ANALYSIS
   Conducting research
   • Identify a relevant historical problem/question and develop a manageable research strategy.
   • Locate and evaluate appropriate primary and secondary sources.
   • Use secondary sources to develop an appropriate methodology/analytical framework.
   • Gather evidence from primary sources, to be contextualized and organized into logical categories.
   • Analyze historical significance of findings and place findings in historiographical context
   • Present findings in a reasoned narrative, as per PLO #4.

4. CRAFT HISTORICAL NARRATIVE AND ARGUMENT
   Constructing an argument
   • Create an effective narrative that describes and analyzes the past.
   • Present a succinct, clear thesis that provides a focus for the whole work.
   • Use the organizational structure of a work to reinforces its argument. Support claims with carefully selected evidence arranged into logical categories.
   • Recognize and diffuse possible counter-arguments.
   • Demonstrate a strong grasp of grammar, style, tone.
   • Use sources ethically. Provide accurate citations in Chicago style and avoid plagiarism and improper paraphrasing (patch-writing).

5. PRACTICE HISTORICAL THINKING AS CENTRAL TO ENGAGED CITIZENSHIP
   Apply historical reasoning to the contemporary problems of a global world
   • Value the study of the past for its contribution to lifelong learning and critical habits of mind that are essential for effective and engaged citizenship.
   • Work cooperatively with others to develop positions that reflect deliberation and differing perspectives.
   • Apply historical knowledge and analysis to contemporary issues.
   • Recognize the importance of historical memory and historical consciousness in modern life.
**Student Learning Outcomes**
The more specific outcomes for this particular course are as follows:

1. The student will be able to identify the motives for European settlement and colonization.
2. The student will be able to explain the origins and ultimate success of the British colonies.
3. The student will be able to analyze differences between the various regions of colonial America.
4. The student will be able to discuss divisions in the colonies on the basis of sex, race, politics, religion, culture, education, and economics.
5. The student will be able to explain the development of tensions between the mother country and the American colonies.

**Attendance and Class Discussions**
You are all adults and responsible for doing the coursework and attending class. In some class meetings there will be discussions of films or books. These discussions are a graded element of the course, and can be as fun and as interesting as you make them. Think about the materials to be discussed and come up with interesting issues that you and your classmates can address. Feel free to make connections to current issues around the world as many of the questions faced by people in the past still show up on a regular basis in today's society. *I encourage questions from students even during lectures and believe class ends up being much more interesting when there is a give and take.*

I realize that there are inevitable mishaps and emergencies that could justifiably cause someone to miss class (i.e., an alien invasion bent on exterminating the human race), so each student is allowed *two* absences, either excused or unexcused without penalty. Merely showing up is *not* enough to get full credit for class participation. The more you contribute to the discussion, the higher your class participation grade.
Course Requirements and Grading Scale
Your course grade will be determined by three exams, three book response assignments, a paper, a quiz, and class attendance/participation. The due dates of graded elements are noted on the class schedule in bold type. Your final grade is based on the total points you earn on these various assignments, not percentages.

Exams 3@100 pts ea. 300 points
Book Responses 3@50 pts ea. 150 points
Steele/Mohicans Paper 100 points
Colonies Quiz 25 points
Attendance/Participation 25 points

A 540-600
B 480-539
C 420-479
D 360-419
F 000-359

Exams
There are three exams in the course. Each test will consist of a short answer section worth 50 points and an essay section worth 50 points. The short answer section of each exam is not cumulative, but the essay portion might be. All of the potential essay questions have been posted in advance on D2L for all of the exams. For each exam, one of those essay questions will be on the exam (my choice). This should give you enough time to prepare answers for each of the questions, so you should be well prepared to answer whichever one shows up on the test. The questions for the short answer can be drawn from any of the materials used in the course. Please bring a blank small-sized (8½ x 7) bluebook to each exam.

Book Response Assignments
For most readings, you will respond in short essay form to a series of questions. These responses should be typed and single-spaced, with answers approximately ½ to 1/3 of a page per question. Due dates and assignment questions have all been posted to D2L.

Paper
Students will write an approximately 2-3 page, single-spaced paper in a standard 10 or 12 point typeface on the Steele book/Last of the Mohicans film. The assignment is posted to D2L. Part of writing in the real world is brevity and staying within guidelines, so under no circumstance should the paper exceed the maximum length of 3 pages. Citations of quotes from the book should be made parenthetically with the page number. (e.g., (p. 35)). I hope and expect to see your thoughts in the papers’ content rather than just a regurgitation of someone else’s words or a simple plot summary.

Submission of Assignments through D2L Dropbox
Assignments should be submitted through the D2L dropbox for the course. They are due by the start of class on the date indicated on the syllabus. To submit a short response or final paper via the D2L dropbox, first save your paper in Microsoft Word (.doc, .docx) or, even better, Portable Document Format (.pdf). Then, go to the course homepage for this course in D2L. Click on the “Dropbox” link in the upper left quadrant on the page. Find the assignment name you want to submit and click on that. Just above the comment box you will see “Add a file.” Click on that, navigate to your paper, hit upload, then hit submit. You will receive a confirmation email in D2L when your dropbox submission has been completed.
Formats other than the ones listed above are not acceptable. Common unacceptable formats that will not receive credit include .pages, .jpg, .odt, and .rtf files.

**Late Papers**
Papers submitted after the deadline will have a full grade reduction for each 24 hours they are late, beginning immediately after they become late. For example, if you submit a paper three hours late, the best you can possibly earn on it would be a "B." After 96 hours (4 days), papers may no longer be submitted, and a "0" will be entered as the grade for that assignment. Exceptions to this policy are granted only under the most extreme emergency circumstances.

**Makeups**
If an illness or emergency causes you to miss an exam, please let me know in advance or as soon as possible after the fact. If your documented reason for missing the exam is acceptable, you will need to take a makeup.

**Plagiarism and Cheating**
The punishment for plagiarism is the Chinese water torture, or discipline in accordance with official SFA rules and regulations, whichever of the two is lesser. Plagiarism is the passing off of work or ideas of others as your own. Cheating on an exam is a violation of SFA's rules regarding academic honesty, and violators may be subject to permanent exile to the Antarctic, or to such other discipline as official guidelines suggest. Again, whichever is the lesser. At a minimum, any student caught in such unethical activity will receive a zero for the assignment. Relevant University policies follow:

- Serious violations, such as stealing an exam or downloading a paper from the internet, will result in automatic failure of the course. I will also report cheating to your dean as described in university policy A-9.1. Under this policy, students charged with more than one violation during their academic careers will be summoned before the University Committee on Academic Integrity. If the Committee validates the charges, it may place students on probation or suspend them.

**Cell Phones and other class disruptions**
All cell phones should be put in silent mode or be put in airplane mode. In emergency situations only you can put a phone on vibrate, but you must notify me at the beginning of class. The same common sense applies to conversations about topics not related to this class. As mentioned earlier, I encourage questions from students during lectures and believe class ends up being much more interesting when there is a give and take. However, personal topics of conversation with your neighbor can wait until after class. Repeat violators will be forced to attend SFA for all eternity. Don't let this be you.

**Tardiness**
Please do not be late. Since the door to this room is in the front, when individuals constantly arrive after the class meeting has started (sometimes 15-20 minutes), it disrupts both me and the rest of the class.
**Students with Disabilities**
The History Department is committed to providing appropriate and confidential accommodations for students with documented disabilities as outlined by SFA policy and ADA guidelines. If you have or think you may have a disability, please contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004 as early as possible in the semester. If you already have contacted the ODS and know the accommodations you need, please see me in my office as early as possible in the semester.

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