

HIST 3301: Colonial America, to 1763 (ONLINE)

CRN: 25107

Spring 2021

Professor: Dr. Gary L. Kieffner

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(915) 747-7060

Office Hours: Virtually via Zoom and Blackboard Collaborate: M, T, W, 10-11 am

Course Information: What this Class Is About and What We will Do

COURSE DESCRIPTION

HIST 3301 treats the colonial period of American history (1492-1763), which was the formative phase of United States history. The foundations of many American civilizations, traditions, and cultures were laid for thousands of years prior to, and during, this period. In this course we will first survey all these periods briefly, highlighting major events and analyzing the nature, characteristics, and significance of early America. We will then consider pre-contact history, invasion of the Americas by European peoples, the Columbian Exchange of American and Afroeurasian animals, plants, organisms, human cultures and economies such as those of Native American, African, African American, and various migrant and ethnic groups, dynamics of interactions between peoples in the Middle Ground, race, class and gender, perspectives of the Other, environmental changes, and the rise and decline of American and European empires through the end of the Anglo-French conflict in North America.

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

At the end of this course, students will be able to:

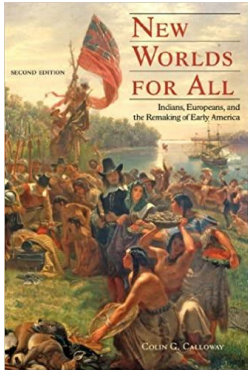
- Analyze, understand and explain how the foundations of North American society, culture, colonialism and imperialism, labor, economic and political systems, geography, landscapes, ecosystems, gendered and interethnic relations were shaped from pre-contact through European colonial periods.
- Analyze and describe experiences of women in pre-colonial and colonial North America.
- Analyze and describe relationships between Native American, Spanish, African, British, French, and other peoples.
- Engage as a member of a debate team that collaborates to argue collectively assigned positions.
- Improve reading comprehension, writing, and critical analytical skills.
- Find, select and synthesize existing research informational sources to critically analyze and interpret knowledge.

LEARNING MODULES

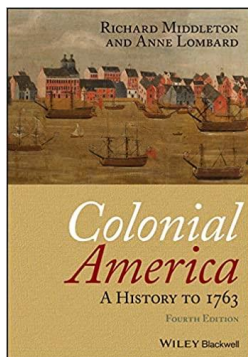
This course is designed using a modular format—that is, each lesson is “packaged” as a single module so that all the non-textbook materials, submission areas, and discussion posts are in one area for a given lesson.

REQUIRED MATERIALS

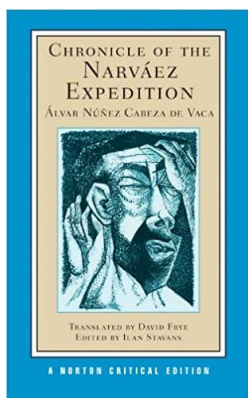
There are three required textbooks:



Colin G. Calloway, *New Worlds for All: Indians, Europeans, and the Remaking of Early America*. Baltimore: Johns Hopkins University Press, 2013. ISBN-13: 978-1421410319.



Richard Middleton and Anne Lombard, *Colonial America: A History to 1763* (Fourth Edition). Hoboken, New Jersey: Wiley-Blackwell, 2011. ISBN-13: 978-1405190046.



Álgvar Núñez Cabeza de Vaca, *Chronicle of the Narváez Expedition* (Norton Critical Edition). New York: W. W. Norton and Company, 2012. ISBN-13: 978-0393918151.

You may purchase or rent the required textbooks from the UTEP Bookstore or commercial vendors. Other course materials are located in Blackboard in Content including articles, YouTube video links and required assessments. You must read and be familiar with all of the information as described in the assigned textbooks and other materials, in accordance with the Assignment Schedule of this syllabus.

COURSE ASSIGNMENTS AND GRADING

All assessments for this course can be found by clicking on the appropriate link in Blackboard in Content.

Grade Distribution:

500-450 = A 449-400 = B 399-350 = C 349-300 = D 299 and Below = F

- 200 points: Tri-weekly Team Discussion Board
- 100 Points: Research Topic Proposal
- 100 Points: Research Paper
- 100 Points: Final Examination

No extra credit will be offered in this class. You are encouraged to complete all required assessments so that you may earn a favorable grade. Your final grade corresponds to your cumulative earned points only, as per this list, not an overall percentage from work attempted.

Tri-weekly Discussion Board (5X40=200 pts.):

During Week 1, I will randomly assign you to a team consisting of some of your classmates. Every three weeks I will assign a new topic and questions to the entire class as well as a specific debate position to you and your team, based on some currently assigned readings. You and your team will discuss each current topic competitively with the two other teams for three weeks, adopting and advocating the perspective that I assign to you respectively.

There are a total of five such discussions. Each discussion will appear in one of the modules. You must write a minimum of four posts in each Discussion:

A) One original thread post that you create in response to my initial question(s).

You must post your own thread post no later than Thursday in the first week of the new discussion topic. It must address my discussion question(s) with a minimum of 500 words. (There is no maximum word count.) In order to support your presented ideas, it must include evidence that you have read the pertinent assigned readings and materials. Supporting your post, use Chicago style footnotes to cite the reading(s). Here is an example of a Chicago style footnote:

Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous Peoples* (Otago: Zed, 1999), 23-24.

Historians cite sources with Chicago style, rather than APA or MLA. Use only Chicago style. More information on Chicago style citations can be found [here](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html): https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html.

You will be able to view other students' posts after you first submit your own original thread post.

B) At least one response post to one or more students who are on your team.

Response post(s) must be posted no later than Thursday of the third week of a new discussion topic, with a minimum of 100 words in each post. (There is no maximum word count.) Each post should explain how or why you agree with your teammates' ideas. Citations are optional and are not required for response posts.

C) At least two response posts to at least two other students who are members of other teams.

The response posts must be posted no later than Thursday of the third week of the discussion topic. The response posts must have a minimum of 100 words in each post. (There is no maximum word count.) Each post should explain how or why you disagree with the other person's ideas. Citations are optional and are not required for response posts.

Discussion posts will be graded based on their quality. Please use complete sentences, proper spelling, grammar and syntax. Avoid text message language and casual speech. All posts (both original thread and responses) in the discussion board should contribute in at least one of the following ways:

- Integrate various main ideas from the readings.
- Thoughtfully describe what the concept and/or issues mean, from your assigned perspective.
- Synthesize ideas from multiple posts.
- Agree and elaborate in more detail on a viewpoint.
- Disagree, and explain or describe your (assigned) perspective or ask a new question.
- Evaluate/analyze the reasonableness or quality of a classmate's ideas.
- Identify hidden assumptions, fallacies, or things taken for granted.
- Apply the principles or concepts of the readings to your own, your (assigned or acquired) persona's, or someone else's life.

You will find additional specific details for the Discussions in my tri-weekly emailed new discussion announcements, which will also appear in the Announcements link on the left-hand column of your Blackboard class, at the appropriate times according to the Assignment Schedule section of this Syllabus, below.

Topic Proposal (100 pts.):

Before the end of Week 2, you will select an American colonial historical topic that you would like to research. This Topic Proposal assignment must be in the form of an essay. It must be a minimum of 300 words in length. The maximum length is 900 words. You will find additional details for the Topic Proposal and its drop box in our Blackboard

classroom, in Content near the top of the page. See the Assignment Schedule section of this syllabus, below.

Research Paper (100 pts.):

After I approve your Topic Proposal, you will individually write a Research Paper in the form of an essay based on that approved topic. The final draft Research Paper must be a minimum of 3,000 words in length, not counting footnotes, endnotes or bibliography. The maximum length is 15,000 words. I will not preview any rough drafts of your Research Paper or bibliography; I will read only your final draft Paper.

Soon after Week 2, I will grade your proposal. I must approve your topic before you proceed to research and write your Research Paper. You will find its due date, additional details, and its drop box in our Blackboard classroom in Content. See the Assignment Schedule section, below.

Final Examination (100 pts.):

The final examination will be a take-home exam. Final exam material will be drawn from the three textbooks, readings, and other course content materials. You will find additional details for the final exam and its drop box, the day before Final Exam Week, in our Blackboard classroom, in Content near the top of the page. You must wait for the Final Exam to appear in Blackboard, and to discover its structure at that time. The exam will not be given early and no information about it will be disclosed prior to the proper time, under any circumstances. See the Assignment Schedule section, below.

Extra Credit, Attendance and Participation:

There is no extra credit for this course.

For this online course, attendance is not graded. Participation is required and it affects your grade. Attendance and participation may possibly be reported to the University for administrative purposes.

You are encouraged to complete all required assessments so that you may earn a favorable grade. Your final grade corresponds to your cumulative earned points only, as per the list above, not an overall percentage from work attempted.

TECHNOLOGY REQUIREMENTS

Course content will be delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a desktop computer or laptop. You should **not** use a tablet or cell phone for this course, so that you may have no technical problems.

You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance unless it is a problem with the e-book. In that case, I would refer you to the W. W. Norton helpdesk.

Course Communication: How We will stay in Contact with Each Other

Because this is an online class, we will not see each other in other ways you may possibly be accustomed to. There are no scheduled class times, no face-to-face group meetings, and no face-to-face office hours. However, there are a number of ways we can keep the communication channels open.

Blackboard Collaborate, Zoom and Email are my preferred methods of contact. Links and passwords will be listed in a Blackboard course announcement and email. Alternatively, to have a Skype or Messenger meeting or chat, send a contact request that includes your name, the class and section number, above. I may check Skype and Email once every two workdays. For a live phone call, you may use mobile numbers I can readily provide upon request. Voicemail and phone text message are technologically tenuous and infeasible from most regions.

- **Office Hours:** We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held on either Blackboard Collaborate or Zoom via links I will give you via announcement and email, and during the following times:

Mondays: 10-11 a.m. Mountain Time

Tuesdays: 10-11 a.m. Mountain Time

Wednesdays: 10-11 a.m. Mountain Time

My physical office location is in Liberal Arts room 320 on the El Paso main campus. However, I will not be on campus this semester and the main office will operate with limited hours due to effects of the COVID-19 pandemic. Preferred contact is via email.

- **Email:** UTEP e-mail is one of the best ways to contact me. I will make every attempt to respond to your e-mail within 24 to 48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please write your name, HIST 3301 and the CRN number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to include your first and last name, and your university identification number.
- **Message Board:** If you have a question, you may post it in the Message Board inside of Blackboard.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.
- **Alternative Skype or Messenger Contacts:** available upon request.

NETIQUETTE

You must uphold a mature level of interaction with fellow students and with the instructor. When you post anything in Blackboard or communicate via any other medium, please respect other students, showing courtesy in all interactions.

As we know, sometimes communication online can be challenging. It is possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider your audience. This is a college-level course; therefore, all communication should reflect polite consideration of others' ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When responding to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted in these online spaces is intended for classmates and professors only. **Please do not copy documents and paste them to a publicly accessible website, blog, or other space.**

Course Policies: What do you Need to Do to be Successful in the Course

You are responsible for understanding and abiding by the policies and procedures described below. Any problems that I encounter in this course may be reported to the Dean of Students.

ATTENDANCE, PARTICIPATION, AND ABSENCE POLICY

I measure student attendance and participation in this course according to the date and time of a student's most recent Blackboard log in and by the number of assignments and assessments completed. Your final letter grade is measured by the cumulative grades of your assignments and assessments completed, not by your attendance. Although attendance in the course hardly affects your grade, participation is a critical component of your grade. Attendance and participation may possibly be important for University or organizational administrative purposes.

DEADLINES AND LATE WORK

All assignments and assessments will be due on Thursdays at midnight (11:59 PM) Mountain Time Zone. The grades of any late works submitted for a grade after their deadlines will decrease at the rate of ten percent of the total possible value, per day late, with the exception of work due after Week 13. In the case of these later weeks, submissions may not be late. No late submissions will be accepted after that time, and

no excuses will be accepted. As assessment deadlines are rigorous during the latter weeks of the course, they cannot be made up after the deadline.

EXCUSED ABSENCES AND COURSE DROP POLICY

You are entitled to drop this class with a grade of “W” until the official university drop deadline, as described in the Schedule of Classes and the University Catalog. You are responsible for dropping the class. There will be no faculty-initiated drops, except under special circumstances. If you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar’s Office to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented physical or other challenges in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a challenge must register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS at 915-747-5148, email them at cass@utep.edu, visit their website at <https://www.utep.edu/student-affairs/cass/> or apply for accommodations online via the CASS portal.

It is your responsibility to speak with a counselor in order to receive necessary help. Within the first week of the beginning of the semester, you must provide documentation from CASS in order to receive any accommodation(s). You must also consult the instructor in order to ensure timely accommodation. Failure to contact CASS, provide documentation, and consult the instructor in a timely manner may delay such accommodation(s) being made.

COVID-19 PRECAUTIONS, COVID-19 ACCOMMODATIONS AND STUDENT RESPONSIBILITIES

I encourage you to complete the COVID-19 student training at <https://covidtraining.questionpro.com/>.

I will not be on campus this semester and I believe that many of you also will probably not be on campus. Nonetheless, you must **STAY AT HOME** and **REPORT** to screening.utep.edu if you:

- (1) have been diagnosed with COVID19,
- (2) are experiencing COVID-19 symptoms, or
- (3) have had recent contact with a person who has received a positive coronavirus test.

Reports should be made at screening.utep.edu. If you know people who should report any of these three criteria, encourage them to report. If the individuals cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu. For each

day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to any other face-to-face classes when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible.

You are advised to minimize the number of encounters with others to avoid infection. Wear face coverings when in common areas of campus or when others are present. This class is online only. If you choose not to wear a face covering, you may not enter campus. If you remove your face covering, you may possibly be asked to put it on or leave campus. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from their classes and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions in the UTEP Handbook of Operating Procedures.

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact the instructor(s) of those face-to-face classes as soon as possible so s/he/n/they can arrange necessary and appropriate accommodations.

Student responsibilities:

- Complete self-screening (screening.utep.edu) prior to every campus visit.
- Complete COVID-19 student training on the UTEP COVID-19 training website.
- Contact instructor(s) if temporary accommodations due to COVID-19 are needed (i.e., due to positive COVID-19 test, symptoms, or exposure).
- If unable to wear a face covering (e.g., medical reasons), the best course of action is to enroll in courses that are entirely online or to work with academic advisors, if necessary, to identify alternative courses. If this is not possible, request an accommodation from Center for Accommodations and Support Services (CASS) prior to coming to campus for in-person activities. Students who receive an accommodation to not wear a face covering must share this with the professor and work to minimize contact with others in the class.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

DISPUTED GRADES

If you disagree with a grade, you should consult the instructor.

EXTERNAL LINK DISCLAIMER

This course may contain links to external sites neither owned nor maintained by UTEP. UTEP bears no responsibility for the accuracy, legality, or content of external sites or for that of subsequent links. In addition, the terms of use, security policies, and privacy policies may differ from those of UTEP. Contact the external site for answers to questions regarding its content, terms of use, and policies.

Course Resources: Where you Can Go for Assistance

UTEP provides a variety of student services and support:

Technology Resources

- Help Desk: To successfully navigate the Blackboard Ultra classroom or seek other technical support, new students are encouraged to click the question mark near the bottom of each page, or click the “Technology Support” link, located near the top of the “Institution Page.” Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Technical support is available twenty-four hours a day, seven days a week via the Help Desk link or via email, chat, website, phone at +1.915.747.5257, or in person if on campus.

Academic Resources

- UTEP Library: Extensive Library resources, including Library research databases covering a wide variety of subject areas with thousands of full text articles and other materials as well as extensive e-books collections, and services are available online, 24 hours a day, seven days a week at <https://www.utep.edu/library/>. To find the library links within this course, click on the “Institution Page” link located in the “Blackboard” navigation bar on the left, then scroll down the page to find the library link.

The UTEP Library provides research assistance in creating search strategies, selecting relevant databases, and evaluating and citing resources in a variety of formats via its “Ask Us” service at <https://www.utep.edu/library/>. The Research Guides area of the library's website at <https://betawww.utep.edu/library/research/index.html#research-guides> provides a search engine, research guides, scholarly article and other databases, and other resources along with technical and citation assistance.

- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.

- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
- Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships.
- Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- For more information about other UTEP resources, visit the “Institution Page” in Blackboard and scroll down to find the links.

Student Course Evaluations

UTEP values its students' feedback. You will be asked to complete an online evaluation toward the end of the term. The primary purpose of this evaluation process is to assess the effectiveness of classroom instruction in order to provide the best learning experience possible and make continuous improvements to every class. Responses are kept confidential. Please take full advantage of this opportunity to provide your feedback.

Weekly Calendar (Subject to Change by the Instructor)

This calendar provides an overview of the course. The course week begins on a Friday and ends on a Thursday night, with the exception of Week 1, which is shorter. The deadlines of all assessment completions and submissions are always on designated Thursday nights at 11:59 p.m. US Mountain Time. No late work will be accepted after Week 13.

This calendar and all items on this syllabus are subject to change at the discretion of the Instructor.

	Topic	Read and View	Assignments Due	Course Notes, and Assignments to Begin or Continue
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Week 1 1/19- 1/21	The Peoples of Eastern North America and Diversity in Early Colonial America	Calloway, Introduction Middleton and Lombard, ch. 1 Cabeza de Vaca, <i>Chronicle of the Narváez Expedition</i> , "The Text of Chronicle of the Narváez Expedition," pp. 1-31	Discussion 1, Initial Thread: due January 21	Begin Discussion 1, thread and posts: due January 21 and February 4, respectively. Begin Research Topic Proposal: due January 28 Monday, January 18 is Dr. Martin Luther King, Jr. Day, a federal holiday. The university is closed.
Week 2 1/22- 1/28	European Incursions, Invasions, and Imagery	Calloway, ch.1 Middleton and Lombard, ch. 2 Cabeza de Vaca, <i>Chronicle of the Narváez Expedition</i> , "The Text of Chronicle of the Narváez Expedition," pp. 32-63	Research Topic Proposal: due January 28.	Continue Discussion 1 Rebuttals and Supporting Response Posts: due February 4
Week 3 1/29- 2/4	English Terrorism in Colonial Virginia, Disease, Healing, and the Columbian Exchange	Calloway, ch.2 Middleton and Lombard, ch. 3 Cabeza de Vaca, <i>Chronicle of the Narváez Expedition</i> , "The Text of Chronicle of the Narváez Expedition," pp. 64-92	Discussion 1, Rebuttals and Supporting Response Posts: due February 4	

Week 4 2/5- 2/11	Terror, Death and Life	Calloway, ch.3 Middleton and Lombard, ch. 4 Miguel León- Portilla, "From <i>The Broken Spears,</i> " in Cabeza de Vaca, <i>Chronicle of the Narváez Expedition,</i> 133- 137.	Discussion 2, Initial Thread: due February 11	Begin Discussion 2, thread and posts: due February 11 and February 25, respectively. Begin Research Paper: due April 1
Week 5 2/12- 2/18	Diversity in the Colonies, Diversity in Religions	Calloway, ch.4 Middleton and Lombard, ch. 5 Fray Bartolomé de Las Casas, "From <i>A Brief Account of the Destruction of the Indies,</i> " in Cabeza de Vaca, <i>Chronicle of the Narváez Expedition,</i> 150- 160.		Continue Discussion 2 Rebuttals and Supporting Response Posts: due February 25 Continue Research Paper: due April 1
Week 6 2/19- 2/25	Restoration of the English Monarchy, Conflict, and Warfare in North America	Calloway, ch.5 Middleton and Lombard, ch. 6 Beatriz Rivera- Barnes, "Is There Such a Thing as Too Much Water?" in Cabeza de Vaca, <i>Chronicle of the Narváez Expedition,</i> 204- 217.	Discussion 2, Rebuttals and Supporting Response Posts: due February 25	Continue Research Paper: due April 1

Week 7 2/26- 3/4	American Diplomacy, American Foreign Policies, and the Later Years of King Charles II	Calloway, ch.6 Middleton and Lombard, ch. 7 Real Royalty, "Britain's Party King, Charles II, Real Royalty" (44 mins.)	Discussion 3, Initial Thread: due March 4	Begin Discussion 3, thread and posts: due March 4 and March 18, respectively. Continue Research Paper: due April 1
Week 8 3/5- 3/11	Migratory Peoples, the Glorious Revolution, and the Monarchies of James II, William, Mary, and Anne	Calloway, ch.7 Middleton and Lombard, ch. 8-9		Continue Discussion 3 Rebuttals and Supporting Response Posts: due March 18 Continue Research Paper: due April 1
Week 9 3/12- 3/18	The Middle Ground, Economies and Labor Systems in North America	Calloway, ch.8 Middleton and Lombard, ch. 10 Steve Blankenship, "HIST 2111 10, The Middle Ground: Imperialism" (17 mins.)	Discussion 3, Rebuttals and Supporting Response Posts: due March 18	Continue Research Paper: due April 1 Spring Break is March 15-19
Week 10 3/19- 3/25	The Middle Ground, Economies and Labor Systems in North America	Calloway, ch.8 Middleton and Lombard, ch.10 Steve Blankenship, "HIST 2111 10, The Middle Ground: Imperialism" (17 mins.)		Begin Discussion 4, thread and posts: due April 1 and April 8, respectively. Continue Research Paper: due April 1 Spring Break is March 15-19

Week 11 3/26- 4/1	Resettler Families, Gender Role Constructs, <i>Mestizaje</i> and New Societies	Calloway, ch.9 Middleton and Lombard, ch. 11-12	Research Paper: due April 1 Discussion 4, Initial Thread: due April 1	Continue Discussion 4 Rebuttals and Supporting Response Posts: due April 8 March 26 is César Chávez Day. There are no classes. April 1 is the Spring class drop/withdrawal deadline.
Week 12 4/2- 4/8	First Americans, Other Peoples, Cultures and Education, 1689-1760	Calloway, Conclusion Middleton and Lombard, ch. 13 <u>I Love Ancestry, "We Still Live Here: Black Indians of Wampanoag and African Heritage"</u> (6 mins.)	Discussion 4, Rebuttals and Supporting Response Posts: due April 8	Study for the Final Exam. April 2 is Spring Study Day, an institutional holiday.
Week 13 4/9- 4/15	Expanding and Emerging Spanish, French and British Empires in North America, Slavery and African American Peoples, 1689-1760	Middleton and Lombard, ch. 14-15 Adam Norris, <u>"US Regents Review: Video #3: Indentured Servitude and Slavery in Colonial America"</u> (9 mins.)	Discussion 5, Initial Thread: due April 15	Begin Discussion 5, thread and posts: due April 15 and April 29, respectively. Study for the Final Exam.

Week 14 4/16- 4/22	Native American Societies and Cultures, 1689-1760	Middleton and Lombard, ch. 16 Tree Media, " <u>We are the Haodensaunee</u> " (8 mins.)		Continue Discussion 5 Rebuttals and Supporting Response Posts: due April 29 Study for the Final Exam.
Week 15 4/23- 4/29	New Migration, Colonial Expansion and Imperial Institutions in British North America, 1714-1750	Middleton and Lombard, ch. 17-18 William Donner, " <u>Pennsylvania German Culture, Kutztown University</u> " (40 mins.)	Discussion 5, Rebuttals and Supporting Response Posts: due April 29	Study for the Final Exam.
Week 16 4/30- 5/6	Spain, France, and Britain	Middleton and Lombard, ch. 19 Amy Geller and Jennifer Pearce, prods., " <u>The War that Made America,</u> " Part 1 (58 mins.)		Study for the Final Exam. Only the Final Exam is accepted after May 6.
Final Exam Week 5/7- 5/14	Final Examination Week		Final Examination: due May 14	May 7 is Dead Day, an institutional holiday. Only the Final Exam is accepted this week.