COURSE INSTRUCTOR
Instructor: Dr. Keith Pacholl
Office: TLC 3244
Phone: 678-839-6044 (office)
678-839-6508 (History Department)
email: kpacholl@westga.edu

COURSE INFORMATION
Class: HIST 3500 -01 (81106)
Class time: T/Th 12:30-1:50pm
Room: PAF 204

OFFICE HOURS
UWG Office Hours:
Tuesday: 2:00pm – 6:00pm
Thursday: 2:00pm - 4:00pm
*UWG office hours are held in my office: TLC 3244

Online Office Hours:
Monday: 12:00 pm - 3:00 pm
*Online office hours online will take place in the “Online Office Hours” link located in the content section of CourseDen.
Just click on the link and you will enter a room where we can engage in live chat or videoconferencing.
**and by appointment

COURSE DESCRIPTION
This course is designated as a Junior Seminar in Historiography. This means that the primary focus of the course is to define the term “historiography” and explore how historians go about writing and interpreting history. To do this, we will look in depth at the theme of war and conflict in Early America. Conflict took many different shapes and form, and through our readings, we will examine three types of conflict: Europeans v. Native Americans; slavery; and social conflict at the time of the American Revolution. The course will delve into how historians have approached these themes and how interpretations have changed over time. Most of the course will be a seminar format where we will discuss the assigned readings. This means that the course is reading-intensive, so be prepared to spend much of your time reading assigned class material and additional sources for your major writing assignment, which is an 7-page historiographical paper that covers any aspect relating to war and conflict in Early America.

Please note that this class is a hybrid course, meaning that some of our classes will be held online (and thus no in-class meetings on those particular days). The course schedule will note all classes that take place online.

REQUIRED READINGS
Peter Hoffer, Past Imperfect
Peter Silver, Our Savage Neighbors
Mark Smith, Stono: Documenting and Interpreting a Southern Slave Revolt
Peter Hoffer, Cry Liberty: The Great Stono River Slave Rebellion of 1739
John Ferling, Setting the World Ablaze
Ray Raphael, A People’s History of the American Revolution

**and assigned discussion readings on CourseDen (located in the Content folder “Course Readings”)**
COURSE LEARNING OUTCOMES

1. Explain the term historiography and discuss its significance to the field of history: Students will define the term historiography and identify its key features. They will also discuss why this term is significant for historians.

2. Analyze Secondary Sources: Students will analyze secondary sources written by historians that emphasize war and conflict in Early America. They will demonstrate an ability to critically read various historical accounts and explain their significance.

3. Write a historiography paper: Students will synthesize historical interpretations for a particular theme from the class and write a historiography paper that conveys their findings.

4. Create a presentation: Students will create a presentation that outlines the key themes and points from their historiography paper. This presentation will be delivered orally to the class.

COURSE ASSESSMENT

Students’ mastery of course learning outcomes will be assessed using the following methods:

Reflection Papers: For each in-class, meeting, you will turn in a 1-page (maximum) reflection paper for the assigned reading. The reflections papers will identify 3 key points or themes for each in-class reading. Spend no more than 3 sentences discussing each point. The paper could reflect on the thesis of the book, use of evidence, a new theme that has been introduced, etc. The reflection papers should include your own analysis of the reading – do not simply string together a series of quotes. It must reflect thoughtful analysis of what you have read. Your first reflection paper will analyze the Historiography articles assigned for September 3, and remember, you MUST write a reflection paper for each in-class meeting after that. Reflection papers will be uploaded to the Dropbox folder in CourseDen before the start of class on each day the reading is due. So in the above case of the Historiography articles, your reflection paper for the articles must be submitted before 12:30pm on September 3. [Learning Outcome 2]

Online Assignments: Each online assignment will include a mandatory posting and response in CourseDen. You will reflect on the questions asked in each assignment, the write an insightful posting that answers each question. You will also engage in a discussion with other students in the class by writing at least one response per assignment. Specific instructions will be given in CourseDen for each assignment. [Learning Outcomes 1 & 2]

In-class Discussions: There will be regular in-class discussions on assigned readings. Your discussion grade is based on how frequently you contribute AND how insightful your comments are. The more you contribute insightful comments, the better your grade – effort is the key! It is expected that you will contribute to each in-class discussion; if you remain silent for the entire class, you will get a “0” for that particular class. Since you will be handing in notes for every in-class meeting, there should be no reason to remain silent during discussions. [Learning Outcomes 1 & 2]

Historiography Paper: You will have one major research assignment that will be 7 pages (minimum) in length. You will choose the topic of your paper (due September 8), subject to my approval. An initial bibliography of the secondary sources that will be used in the paper is due September 29. You will turn in a polished initial draft (due November 17), then a final revised draft (due December 10) that must incorporate my comments made in the initial draft. All assignments for the historiography paper will be turned in via CourseDen in the Dropbox section of the course. Your overall grade will be the average of the scores from your initial and revised drafts. Handouts will be provided detailing my expectations for the historiography paper. [Learning Outcomes 2 & 3]

Class Presentation: Each of you will give a presentation to the class that conveys the findings of your historiography paper. The presentation will be a maximum of 10 minutes. Your presentation will take place at the end of the semester. You will also write a brief evaluation for each presentation that you observe. Additional details regarding the presentation will be provided in another handout. [Learning Outcomes 4]
ASSESSMENT GRADING

In-Class Discussions: 25% (100 total points)   Online Assignments: 15% (100 total points)
Historiography Paper: 25% (100 total points)   Class Presentation: 10% (100 total points)
Reflection Papers: 25% (100 total points)

Grade Turnaround:
Shorter assignments and assessments will normally be graded within a week after the deadline. Longer assignments like the historiography paper may take 2 weeks to grade. I will keep you updated on the progress of my grading.

***There is NO EXTRA CREDIT accepted for this course

Grading Scale

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
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Grades are based on student performance and capability. Simply turning in every assignment does not guarantee that a student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for history. The standards for the respective grades are as follows:

A = Exceptional
-precise and comprehensive understanding of the material
-thoroughly identifies, defines, and describes all key themes/concepts/issues/idea of the course
-work contains no factual inaccuracies
-excellent writing, with little to no errors in spelling, punctuation, grammar, syntax, etc.
-very focused and organized
-correctly identifies all key themes of the readings

B = Commendable
-clear understanding of the material
-identifies, defines, and describes most key themes/concepts/issues/idea of the course
-work contains few factual inaccuracies
-strong writing, with few errors in spelling, punctuation, grammar, syntax, etc.
-well focused and organized
-correctly identifies most key themes of the readings

C = Competent
-adequate understanding of the material
-identifies, defines, and describes some of the key themes/concepts/issues/idea of the course
-work contains factual inaccuracies
-average writing, with some errors in spelling, punctuation, grammar, syntax, etc.
-somewhat focused and organized
-adequately identifies major key themes of the readings
D = Limited evidence of achievement
-poor understanding of the material
-identifies, defines, and describes few key themes/concepts/issues/idea of the course
-work contains many factual inaccuracies
-below average writing, with some errors in spelling, punctuation, grammar, syntax, etc.
-poorly focused and organized
-barely identifies major key themes of the readings

F = Minimal evidence of achievement
Work that fails to meet any of the standards set forth above, or which is exceptionally inadequate

COURSE POLICIES AND INFORMATION

Attendance
Students are responsible for attending all face-to-face classes. This is extremely important, particularly since we will be having discussions on a regular basis and you will be participating in each of them. The class can’t work if you don’t show up! Roll will be taken at the beginning of each class. You will be considered absent if you show up after role has been taken, so please be sure to arrive on time (habitual lateness will thus be penalized). In addition, leaving early without permission will also count as an absence. Two percentage points will be deducted from your overall final grade for each absence. I will give you 2 “free spins” (meaning two absences won’t count against you) before I start deducting points (meaning I will start deducting beginning the 3rd absence). For example, if your final grade percentage was 91%, and you were absent for a total of 4 classes, your final grade would be adjusted to a 87%.

Make-up policy
Assignments are due on the dates indicated in the course schedule. Failure to turn in assignments on time will result in a “0” for each missed assignment. Make-up assignments will only be possible in the case of emergencies, and you should contact me within 24 hours if such an emergency arises. In general, you can only make up only one missed assignment (unless there is a documented emergency that I accept). If you miss an in-class discussion, you will receive no participation credit for that particular day. The only way to make up partial credit for missing a discussion is to meet with me during office hours to discuss the assigned reading. This must be done within a week of scheduled assigned reading. If you attempt to make up missed assignments at the end of the semester, I will not accept them. Please be prompt in making up missed work (again, it should be completed the week after the deadline).

Rights and Responsibilities (also known as “Common Language for Course Syllabi”)
Please carefully review the following information at this link: http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf
It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Academic Honesty
***Any form of academic dishonesty (including but not limited to cheating and plagiarism) will result in a failing course grade as well as possible additional action. Definitions of academic dishonesty and plagiarism are defined in student handbook, so please be familiar with them. Here is a link to the student handbook: http://www.westga.edu/handbook/
**Disabilities Act / Accessibility for the course**

If you are a student whom is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please notify me and provide me with a copy of your packet from Student Services. The university will provide you with resources for any audio/visual needs that you may have with the learning management system or course content.

***Please consult the following link for more details regarding accessibility for this course, including contact information for those with accessibility needs:***

[UWG Accessibility Services](phone: 678-839-6428)

It is important that you contact UWG Accessibility Service immediately to find out the exact accommodations that are necessary for you to succeed in this course.

**Student Conduct**

Students are obligated to abide by the guidelines detailed in the university catalog. Respect and courtesy are required of all students while in the classroom. The following is also mandatory:

1. No arriving late or leaving early for in-class meetings (unless you have checked in with me in advance). Arriving late or leaving early will count as one absence. Arriving late is defined as arriving after roll has been taken. Leaving early is defined as leaving class once the class has started. If you habitually arrive late or leave early, you will be asked to leave. Any disruptive behavior will result in your expulsion from the room. If disruptive behavior persists, you will receive a minimum of one grade-letter deduction from your overall grade (depending on the severity of the behavior), as well as possible additional action.

2. Cell phones, headphones, iPods/Pads, and all other electronic devices (ex: laptops) must be turned off during lectures and individual/group activities; however, these devices may be used for activities related to the classroom. I will notify you when it is acceptable to use these devices. Continued use of these devices during inappropriate times will result in you being tossed from the class. Also, no recording any portion of the class without my permission. If you have any documentation needs, please let me know.

If you have any questions regarding the above, feel free to contact me at any time, or read the university catalogue. Adherence to the “common sense” law should prevent any of the above problems. Failure to adhere to these guidelines could result in dismissal from class, a grade deduction from your final course grade, as well as additional disciplinary action.

**IMPORTANT NOTE**

I reserve the right to modify this syllabus at any time during the course of the term, particularly regarding the course schedule. If such a modification is substantial, I will reissue a revised syllabus.
**COURSE SCHEDULE**

***All classes in black are in-class meetings that will take place in PAF 204 ***

***All classes in blue will take place online – DO NOT SHOW UP to PAF 204 on these days***

***Red = Assignments due***

<table>
<thead>
<tr>
<th>August</th>
<th>25</th>
<th>Introduction</th>
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<tr>
<td></td>
<td>27</td>
<td><strong>Online Assignment:</strong> So what is Historiography? <strong>Complete online discussion in CourseDen</strong></td>
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| September  | 1   | Historiography in action |
|           |     | **Class Discussion:** No advance reading: materials will be handed out in class. |
|           | 3   | Historiography articles |
|           |     | **Class Discussion:** read Historiography articles handout (located in the Content section of CourseDen under the “Course Readings” folder) |

| 8     | LECTURE | **Topic Statement due for Historiography Paper** (upload to Dropbox by 5:00pm) |
| 10    | Past Imperfect | **Class Discussion:** read Preface through Chapter 2 |

| 15    | **Online Reading:** read Past Imperfect, read Chapter 3-4 |
| 17    | Past Imperfect | **Class Discussion:** read Chapters 5 through Conclusion |

| 22    | **Online Assignment:** Reflections on Past Imperfect **Complete online discussion in CourseDen** |
| 24    | LECTURE |

| September  | 29  | Our Savage Neighbors |
|           |     | **Class Discussion:** read Introduction through Chapter 3 **Bibliography due for Historiography Paper** (upload in Dropbox by 5:00pm) |

| October   | 1   | **Online Reading:** read Our Savage Neighbors, read Chapters 4-7 |

| 6       | **Our Savage Neighbors** |
| 8       | **Class Discussion:** read Chapter 8 through Conclusion |
October
13  Stono: Documenting and Interpreting a Southern Slave Revolt  
    -Class Discussion: read entire book
15  Cry Liberty: The Great Stono River Slave Rebellion of 1739  
    -Class Discussion: read entire book

20  Online Assignment: Reflections on Stono and Cry Liberty  
    **complete online discussion in CourseDen**
22  Setting the World Ablaze  
    -Class Discussion: read Preface through Part 1

27  Online Reading: Setting the World Ablaze, read Part Two
29  Setting the World Ablaze  
    -Class Discussion: read Part 3

November
3   NO CLASS: Work on historiography paper
5   Online Assignment: A People’s History of the American Revolution, read Introduction through Chapter 2  
    **Complete online discussion in CourseDen**
10  A People’s History of the American Revolution  
    -Class Discussion: read Chapters 3-4
12  A People’s History of the American Revolution  
    -Class Discussion: read Chapters 5-7

17  Upload Historiography paper to the Dropbox in CourseDen  
    ***Historiography Papers due on November 17 by 5:00pm***
19  Class presentations

24  THANKSGIVING RECESS:
26  NO CLASS

December
1   Class presentations
3   Class presentations

December
10  Upload REVISED Historiography paper due to the Dropbox in CourseDen  
    ***REVISED Historiography Papers due on December 10 by 5:00pm***