HIST 3500: War and Conflict in Early America
Junior Historiography Seminar
Fall 2019

COURSE INFORMATION
HIST 3500 Section 02W (CRN 82937)
T/Th 12:30-1:45pm
Humanities 134

COURSE INSTRUCTOR
Dr. Keith Pacholl, Professor of History
University of West Georgia
1601 Maple St., Carrollton, GA 30118
Office Number: (678) 839-6044
E-mail address: kpacholl@westga.edu

NOTICE: Please use the internal CourseDen email for general correspondence regarding the class. I provide my external email address for emergencies only. I cannot accept assignments or discuss grades via external email so please use it for emergencies only.

OFFICE HOURS
UWG Office Hours:
Tuesday: 2:00-5:00pm
Thursday: 2:00-5:00pm
*UWG office hours are held in my office: TLC 3244

Online Office Hours:
Monday: 1:00 – 4:00pm
*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
*If you can't make my posted office hours, email me and we will find another time to meet.

COURSE OVERVIEW
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.*

**COURSE OUTCOMES**

Specific learning outcomes for this course include:

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.

**REQUIRED READINGS**

Peter Hoffer, *Past Imperfect*
Ray Raphael, *A People’s History of the American Revolution*
Mark Smith, *Stono: Documenting and Interpreting a Southern Slave Revolt*
Peter Hoffer, *Cry Liberty: The Great Stono River Slave Rebellion of 1739*
Matthew Harris & Thomas Kidd, editors, *The Founding Fathers and the Debate over Religion in Revolutionary America*

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

**COURSE ASSESSMENT**

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

**Class Participation**
There will be regular in-class discussions (10 total) primarily on assigned. 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! Each class discussion is worth 20 points. 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 discussion, there should be no reason to remain silent during discussions. *(satisfies course objectives 1 & 2)*

**Notes on Assigned Readings**
There are 9 class periods where you will have books and articles assigned for discussion. To prepare you for these discussions, you will take notes on each reading assignment and upload them to CourseDen prior to the start of class on that particular day. For example, on August 27, you will upload your notes that you took for the document *Historiography Articles* to CourseDen prior to 12:30pm on the August 27.
Your notes must be typed and uploaded as a Word or PDF document to the appropriate folder in the Assignments section of CourseDen. Please note that if you have an Apple device, you need to make sure that your notes have been formatted as a Word or PDF document (Pages will not work in CourseDen). In addition, you should bring a copy of your notes (paper copies or on an electronic device) to class so that you can participate in the discussion on those assigned readings.

Now you might be asking, what does Pacholl expect for notes?

1) **You need to write in complete sentences.** I need to understand your thoughts on what you read, so incomplete sentences won’t suffice. But you can write in bullet points instead of regular paragraphs.

   **Example of a bullet point:** Pacholl argues in Chapter 1 that history is good for the soul and reading history makes people intrinsically happy.

2) **You need to summarize all of the main topics/themes emphasized in the assigned readings for that particular day.** I’m not asking you to cover every minor detail in the document; instead, explain to me the broader points that should be understood after reading the assigned pages/chapters (pretend that you are a teacher and your notes are what you would use to convey the most important points of the documents to your students). Here is an example of what to include – and what not to include:

   - **Important point:** The author argues that George Washington’s leadership was crucial to winning the Revolutionary War.
   - **Not important point:** George Washington was born on February 22, 1732, and lived at Mount Vernon for much of his life.

3) **I expect that your notes should be a minimum of one full page and a maximum of 2 pages single-spaced in length (don’t go over two pages).** Overall, I want to see that you have read the entire reading selection and summarized its key points in your own words.

4) **Your notes should be in your own words.** If you use a quote, that is ok, but put down the page number where the quote comes from (ex: Pacholl, 6). Quoted material and exact wording from the readings should make up less than 15% of your writing. Bottom line: you need to summarize the material in your own words and not simply copy the exact wording from the readings.

Completing the notes in advance will help us have a productive class discussion for each document and analyze the significance of what you have read. If you have any questions, please ask away. This takes practice, so don’t get discouraged. Give it your best effort and over time, I think you will see improvement in how you analyze secondary sources written by historians. Please see the Notes on Assigned Readings Rubric for specific details on how this assignment will be graded. *(satisfies course objectives 1 & 2)*

**Online Assignments**

This class is a hybrid class, meaning some of your instruction will take place online (there will be no face-to-face class meetings on these particular days). On these hybrid days, you will work on assignments at home. **Specific instructions will be given for each online assignment.** Be sure to review the Online Assignment Rubric for the criteria that you will be graded on for the assignment, along with reading the section on “Guidelines for Writing Assignments” later in this syllabus. Please see the course calendar for specific due dates for each discussion assignment. *(satisfies course objectives 2 & 3)*

**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 August 29), subject to my approval. An initial bibliography of the secondary sources that will be used in the paper is due September 24. You will turn in a polished initial draft (due November 14), then a final revised draft (due December 9) that must incorporate my comments made in the initial draft. All assignments for the historiography paper will be turned in via CourseDen in the
Assignments section of the course. Your overall grade will be the average of the scores from your initial and revised drafts. A handout will be provided detailing my expectations for the historiography paper. (satisfies course objectives 2 & 3)

**Class Presentation**
You 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. (satisfies course objective 4)

**GRADING***

<table>
<thead>
<tr>
<th>Grading Category</th>
<th>Percentage</th>
<th>Points Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>25%</td>
<td>(200 points: 10 discussions @ 20 points each)</td>
</tr>
<tr>
<td>Notes on Assigned Readings</td>
<td>25%</td>
<td>(180 points: 9 sets of notes @ 20 points each)</td>
</tr>
<tr>
<td>Online Assignments</td>
<td>20%</td>
<td>(150 points: 6 online assignments @ 25 points each)</td>
</tr>
<tr>
<td>Historiography Paper</td>
<td>20%</td>
<td>(100 points: 50 points/initial submission; 50 points/final submission)</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>10%</td>
<td>(50 points: 40 points for presentation; 10 points for evaluations)</td>
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*The percentage for each grading category represents the total weight of each assignment category toward the overall course grade. For example, all of your online assignments added together will count 20% toward your overall course grade.

There is NO EXTRA CREDIT accepted for this course

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59</td>
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</tbody>
</table>

Grades are based on student performance. Simply turning in all the assignments does not guarantee that the 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. As a rule, meeting the minimum requirements for an assignment is the basis for a “C” grade. To receive an A or B grade, you must plan to go beyond the minimums stated for each assignment. 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

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

MISSED ASSIGNMENTS
Assignment 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 for missed work 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 one missed assignment unless there is a documented emergency from Health Services (Medical and Academic Advocacy – 678-839-6452) that I accept. If you miss a class discussion, you will receive a “0” for each discussion missed. The only way to make up partial credit for missing a discussion is to meet with me during office hours to discuss the book. This must be done within a week of the deadline for the scheduled discussion. This policy of missed assignments also applies to other assignments (notes on assigned readings, online assignments, and historiography paper). You cannot make up the class presentation since you have only one day available to present. One final note: if you wait until the end of the semester to submit any missed assignments, I will not accept them. Please be prompt in making up missed work (again, it should be completed the week after the deadline).
ATTENDANCE
Students are responsible for attending all face-to-face classes. This is extremely important, particularly since the class is interactive and we will be having discussions and group activities on a regular basis. Plus, it is a significant part of your class participation grade. I have found that regular class attendance generally improves the grades of students. Role 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. In addition to my policy on missed assignments, if you miss more than 6 class meetings, you will fail the course. There are no exceptions to this rule. If there is a medical or personal emergency that requires you to miss multiple classes, then you will need to contact UWG’s Health Services mentioned above to discuss your situation (no other documentation will be accepted).

ACADEMIC HONESTY
***Any form of academic dishonesty (including but not limited to cheating and plagiarism) will result in no credit for the assignment and the possibility of a failing course grade. 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: Student 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 RIGHTS AND RESPONSIBILITIES
Students, please carefully review the following information at this link: UWG Common Language for Course Syllabi
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 this information each semester.

TECHNICAL REQUIREMENTS AND ASSISTANCE
Since this is a hybrid course where some of your assignments will be completed online, be sure that your computer meets all the necessary technical requirements for hardware and software. For technical assistance and basic online information, check out the UWG Online Learning website at UWG Online Student Help. This link will provide you with tutorials on how to navigate through the CourseDen (D2L) learning management system, which is the platform used for our course. In addition, you will submit all
written documents to CourseDen in Word or PDF format. This is a mandatory requirement and not optional (Apple users, this means you must convert your documents to Word or PDF).

**TIME COMMITMENT**

According to university’s “Credit Hour Policy,” it is expected that you will work at least 2 additional hours for each credit hour that you take. To put that in perspective, since you are taking 3 credit hours for this course, it is expected that you will work an additional 6 hours at home. I’m sure all of you are looking forward to having 6 hours of history homework!

**GUIDELINES FOR WRITING ASSIGNMENTS**

All writing assignments (notes on assigned readings, online assignments, historiography paper) should adhere to the following guidelines:

1. Writing assignments should meet the minimum writing length as stated in each assignment. Writing submissions that are less than the minimum length will lose significant points. Meeting the minimum requirements normally results in a C or low B grade, so expect to go beyond the minimum requirements if you want to score an A or higher B for each writing assignment. If you use Apple software, please convert to a PDF or Word document. All documents uploaded to CourseDen must be in Word or PDF format.

2. Writing assignments (AND emails) are to be written following the rules of correct grammar and spelling, both of which will be taken into consideration in the evaluation of each assignment. Be sure to proofread your writing as grammar and spell checks typically do not catch words used in incorrect contexts. Don’t forget to capitalize all proper nouns (particularly if you are using a phone).

3. Writing assignments must be original AND analytical and should reflect effort. An assignment should not be a string of quotes or exact wording from a source with limited analysis; rather, most of the written assignment should be in your own words with a few quotes and exact wording to illustrate your points. Too many quotes and exact wording limits the effectiveness of your own analysis, so you should aim for 15% or less of quotes and exact wording from sources in your submissions (your papers are run through Turnitin.com, so you will see your originality report with a percentage on it). The key is your own analysis; I want to hear what you have to say (in your own words) rather than stringing together a bunch of quotes.

4. You must provide specific examples from the assigned readings to support your main points. If you do use direct quotations, you must use quotation marks to indicate the exact wording from the source you are quoting. (ex: Pacholl declared that “All students should become history majors to share their love of history with the world.”)

5. When using quotes from the readings, you must cite your sources Chicago Manual of Style or Kate L. Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations for the historiography paper. Refer to Turabian and Chicago Styles Citations for assistance when writing the historiography paper (they are the same – Chicago Manual is simply far more detailed). For the notes and online assignments, a simple citation will suffice for these types of assignments: (Pacholl, 10) = author / page number; if there is no page number, then provide the name of the author and the title of the work, or just the title of the work).

6. You may ONLY use the assigned readings for your assignments: DO NOT USE ANY OUTSIDE MATERIALS in your assignment. If you use outside materials (including but not limited to websites, journal reviews, and other online materials), you will receive a ZERO for the assignment. The goal for each assignment is to use the sources I have assigned and not the material from another source. I want to read your interpretation of the assigned sources and not what someone else has to say. When I grade your
assignments, it is important that I assess you on what I assigned and not additional sources from the internet.

**STUDENT CONDUCT**

Students are obligated to abide by the guidelines detailed in the university catalog ([Student Handbook](#)). **Respect and courtesy are required of all students while in the classroom.** The following items are also mandatory:

1. **No arriving late or leaving early for 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 role has been taken. Leaving early is defined as leaving class once the class has started and before it has ended. If you habitually arrive late or leave early, you will be asked to leave and will be counted absent for that day.

2. **Any disruptive behavior will result in your dismissal from the room.** If asked to leave, you will be counted as absent for that day (and lose class participation points). If disruptive behavior persists for multiple classes, you will receive a 0 (that is zero) for your entire class participation grade, as well as possible additional action. Rarely has this happened, but it has (sad but true), so unfortunately I have to include this behavior policy just in case.

3. **Electronic devices must be turned off during class unless permission is given to use them.** Continued use of electronic devices without permission will result in your dismissal from the room (we talk a lot as a group, so your focus should be on the class conversation). If you take notes on your electronic device, please let me know in advance so I can give you permission to use it. However, if you are caught using devices for non-class purposes, you will not be allowed to use the device for the remainder of the semester.

4. **No recording any portion of the class or taking photos 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, an “F” for your class participation 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 and discuss it with you.

**COURSE SCHEDULE**

Classes that are online take place at home. All other classes will take place in Humanities 134.

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<thead>
<tr>
<th>Date</th>
<th>Class Meeting</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 15</td>
<td>Humanities 134</td>
<td>Introduction</td>
<td></td>
<td></td>
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<tr>
<td>August 20</td>
<td>Humanities 134</td>
<td>Conflict in Early America (lecture)</td>
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<tr>
<td>Date</td>
<td>Class Meeting</td>
<td>Topic</td>
<td>Readings</td>
<td>Assignments</td>
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<tr>
<td>August 22</td>
<td>Online</td>
<td>Historiography [a term you will come to love . . . maybe . . .] (online)</td>
<td></td>
<td>Complete the online assignment “So What Exactly is Historiography?” located in the Assignment section of CourseDen. It must be submitted by 11:59pm.</td>
</tr>
<tr>
<td>August 27</td>
<td>Humanities 134</td>
<td>Historians on historiography (class discussion)</td>
<td>Historiography Articles (PDF)</td>
<td>Take notes on this document. Upload your notes to CourseDen by 12:30pm. Bring a copy to class for discussion.</td>
</tr>
<tr>
<td>August 29</td>
<td>Humanities 134</td>
<td>Historiography in action (class discussion)</td>
<td></td>
<td><strong>Topic Statement for historiography paper due by 11:59pm.</strong> Upload to the Assignments folder in CourseDen.</td>
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<tr>
<td>September 3</td>
<td>Humanities 134</td>
<td>Native American conflict (lecture)</td>
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<td>September 5</td>
<td>Humanities 134</td>
<td><em>Past Imperfect</em> (class discussion)</td>
<td><em>Past Imperfect</em> (Introduction through Chapter 2)</td>
<td>Take notes on these assigned chapters. Upload your notes to CourseDen by 12:30pm. Bring a copy to class for discussion.</td>
</tr>
<tr>
<td>September 10</td>
<td>Online</td>
<td><em>Past Imperfect</em> (online)</td>
<td><em>Past Imperfect</em> (Chapter 3-4)</td>
<td>Complete the online assignment “Past Imperfect Chapters 3-4” located in the Assignment section of CourseDen. It must be submitted by 11:59pm.</td>
</tr>
<tr>
<td>September 12</td>
<td>Humanities 134</td>
<td><em>Past Imperfect</em> (class discussion)</td>
<td><em>Past Imperfect</em> (Chapters 5 through Conclusion)</td>
<td>Take notes on these assigned chapters. Upload your notes to CourseDen by 12:30pm. Bring a copy to class for discussion.</td>
</tr>
<tr>
<td>September 17</td>
<td>Online</td>
<td><em>Past Imperfect</em> (online)</td>
<td><em>Past Imperfect</em> (review entire book)</td>
<td>Complete the online assignment “Reflections on Past Imperfect” located in the Assignment section of CourseDen. It must be submitted by 11:59pm.</td>
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<tr>
<td>September 19</td>
<td>Humanities 134</td>
<td>Warfare in Early America (lecture)</td>
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<tr>
<td>September 24</td>
<td>Humanities 134</td>
<td>Interpretations of the American Revolution (lecture)</td>
<td></td>
<td><strong>Bibliography for historiography paper due by 11:59pm.</strong> Upload to the</td>
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<tr>
<td>Date</td>
<td>Class Meeting</td>
<td>Topic</td>
<td>Readings</td>
<td>Assignments</td>
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<td>September 26</td>
<td>Online</td>
<td>A People’s History of the American Revolution (online)</td>
<td>A People’s History of the American Revolution (Introduction through Chapter 2)</td>
<td>Complete the online assignment “A People’s History Introduction through Chapter 2” located in the Assignment section of CourseDen. It must be submitted by 11:59pm.</td>
</tr>
<tr>
<td>October 1</td>
<td>Humanities 134</td>
<td>A People’s History of the American Revolution (class discussion)</td>
<td>A People’s History of the American Revolution (Chapter 3-4)</td>
<td>Take notes on these assigned chapters. Upload your notes to CourseDen by 12:30pm. Bring a copy to class for discussion.</td>
</tr>
<tr>
<td>October 3</td>
<td>NO CLASS: FALL BREAK</td>
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<tr>
<td>October 8</td>
<td>Humanities 134</td>
<td>A People’s History of the American Revolution (class discussion)</td>
<td>A People’s History of the American Revolution (Chapter 5-7)</td>
<td>Take notes on these assigned chapters. Upload your notes to CourseDen by 12:30pm. Bring a copy to class for discussion.</td>
</tr>
<tr>
<td>October 10</td>
<td>Humanities 134</td>
<td>Slave Conflict</td>
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<tr>
<td>October 15</td>
<td>Online</td>
<td>Stono (online)</td>
<td>Stono (read Documenting Stono section, xi-56)</td>
<td>Complete the online assignment “Stono pages xi-56” located in the Assignment section of CourseDen. It must be submitted by 11:59pm.</td>
</tr>
<tr>
<td>October 17</td>
<td>Humanities 134</td>
<td>Stono (class discussion)</td>
<td>Stono (read Interpreting Stono section, 59-123)</td>
<td>Take notes on these assigned pages. Upload your notes to CourseDen by 12:30pm. Bring a copy to class for discussion.</td>
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<tr>
<td>October 22</td>
<td>Humanities 134</td>
<td>Cry Liberty (class discussion)</td>
<td>Cry Liberty (read Prologue through Chapter 2)</td>
<td>Take notes on these assigned chapters. Upload your notes to CourseDen by 12:30pm. Bring a copy to class for discussion.</td>
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<td>October 24</td>
<td>Humanities 134</td>
<td>Cry Liberty (class discussion)</td>
<td>Cry Liberty (read Chapter 3 through Explanatory Essay)</td>
<td>Take notes on these assigned chapters. Upload your notes to CourseDen by 12:30pm. Bring a copy to class for discussion.</td>
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<tr>
<td>October 29</td>
<td>Online</td>
<td>Stono and Cry Liberty (online)</td>
<td>Stono and Cry Liberty (review both books)</td>
<td>Complete the online assignment “Reflections on Stono and Cry Liberty” located in the Assignment section of CourseDen. It must be submitted by 11:59pm.</td>
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<tr>
<td>Date</td>
<td>Class Meeting</td>
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<td>Readings</td>
<td>Assignments</td>
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<tr>
<td>October 31</td>
<td>Online</td>
<td>Live online office hours in CourseDen to discuss historiography paper (12:00-3:00pm)</td>
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<tr>
<td>November 5</td>
<td>Humanities 134</td>
<td>Religious Conflict in Early America (lecture)</td>
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<tr>
<td>November 7</td>
<td>Humanities 134</td>
<td><em>The Founding Fathers</em> (class discussion)</td>
<td><em>The Founding Fathers and the Debate over Religion in Revolutionary America</em> (read entire book)</td>
<td>Take notes on the Introduction and Chapters 2-5. For Chapters 2-5, focus on the overall theme of each chapter. Upload your notes to CourseDen by 12:30pm. Bring a copy to class for discussion.</td>
</tr>
<tr>
<td>November 12</td>
<td>NO CLASS</td>
<td>Work on research paper</td>
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<tr>
<td>November 14</td>
<td>Online</td>
<td>Research paper due</td>
<td><strong>Initial draft of historiography paper due by 11:59pm.</strong> Upload to the CourseDen Assignments folder.</td>
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<tr>
<td>November 19</td>
<td>Humanities 134</td>
<td>Class Presentations</td>
<td>10-minute class presentation that discuss the findings of your historiography paper</td>
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<tr>
<td>November 21</td>
<td>Humanities 134</td>
<td>Class Presentations</td>
<td>Order of presentations will be decided by October. Stay tuned!</td>
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<tr>
<td>November 26</td>
<td>NO CLASS: THANKSGIVING BREAK</td>
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<tr>
<td>November 28</td>
<td>NO CLASS: THANKSGIVING BREAK</td>
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<tr>
<td>December 9</td>
<td>Online</td>
<td>Revised historiography paper due by 11:59pm. Upload to CourseDen Assignments folder.</td>
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