HISTORY 4451
COLONIAL AMERICA, 1492-1754
FALL 2016

COURSE INSTRUCTOR
Instructor: Dr. Keith Pacholl
Office: TLC 3244
Phone: 678-839-6044 (office)
       678-839-6508 (History Department)
email: kpacholl@westga.edu
(/**Please use CourseDen email when contacting me about this course**

COURSE INFORMATION
Class: HIST 4451-01 (81332)
Class time: T/Th 12:30-1:45pm
Room: PAF 208

OFFICE HOURS
UWG Office Hours:
   Tuesday: 11:00am – 12:30pm
   Thursday: 3:30pm - 6:00pm
*UWG office hours are held in my office: TLC 3244
Online Office Hours:
   Monday: 11:30am – 2:30pm
   Wednesday: 11:30am – 2:30pm
*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
Welcome to History 4451. This course explores the development of British North American society from the time of European contact until the Seven Years’ War. It will seek to understand the American experience from a variety of viewpoints: Africans (both enslaved and free), Native Americans, and English settlers (other UWG history courses will develop French and Spanish colonization in the Americas). In addition, we will examine American society by focusing upon a multitude of themes: politics, economics, religion, race, gender, warfare, culture, and other social developments. We will explore how these diverse groups interacted with one another and gradually created a unique society that fluctuated between accommodation and tension between its members.

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.

ASSIGNED READINGS
Alan Taylor, *American Colonies*
Nathaniel Philbrick, *Mayflower*
Carol Berkin, *First Generations*
Tony Williams, *The Pox and the Covenant*
Marcus Rediker, *The Slave Ship*
**and assigned readings on CourseDen
LEARNING OUTCOMES
1. Identify and explain key issues, themes, and developments related to English settlement of North America
2. Analyze primary and secondary sources for their historical content and interpretations
3. Write a research paper using primary source documents

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

Journal Entries: Approximately every 3-4 weeks (see the course calendar below), you will reflect on what you have learned in the lectures and textbook and write two paragraphs about your reflections, which will be uploaded to the Dropbox section of the course. One paragraph will address the lectures and one paragraph will address the textbook. You have the freedom to choose the topics for your journal entries. Each paragraph should be 6-7 sentences in length that clearly identifies your topic in the first sentence, provide key details about your topic (including examples from the lectures/textbook to illustrate your topic), and explain why the topic is significant. After completing this assignment, please bring to class any comments or questions you have about the lectures or textbook. A rubric will be provided so you can see how the journal entries will be graded. (satisfies course objective 1)

Online Assignments: The online assignments are based on assigned primary source readings (see the course calendar at the end of the syllabus for the list of primary source documents). For each primary source document, you will write two paragraphs in the Discussion section of the course. The first paragraph will discuss two key points from the reading (you choose which two points), and your second paragraph will discuss the overall significance of the document – in particular, what does it tell you about the experiences, ideas, concerns, etc. of those living in early America. Each paragraph should be 6-7 sentences in length in include examples from the reading to support your main points. In addition, you must read ALL postings by other students as a part of this assignment. If you have any comments or questions after completing each primary source document (either about your own posting or that of another student), please bring those to class so we can discuss them. A rubric will be provided so you can see how the online assignments will be graded. (satisfies course objectives 1 & 2)

Book Discussions: There are four monographs (books) assigned for this course: *Mayflower* (Nathaniel Philbrick), *First Generations* (Carol Berkin), *The Pox and the Covenant* (Tony Williams), and *The Slave Ship* (Marcus Rediker). We will spend an entire class period discussing each of these books, so it is important that you not only come prepared to discuss each book, but actually participate in the conversation (in other words, you can’t hide!!). On the day of each book discussion, you will write a 1-2 page paper that discusses three key themes and the overall contribution of the book (for a total of 4 paragraphs – each paragraph should be 6-7 sentences in length). This must be printed off and handed in at the start of class. If you don’t turn one in at the beginning of class on the days we discuss each book, you will not be allowed to stay for the book discussion (these are your “tickets” into the class on those days)!! If you are absent on these critical days, you will receive a “0” for each book discussion that you miss (see “Missed Assignments” below). A rubric will be provided so you can see how the book discussions will be graded. (satisfies course objectives 1 & 2)

Research Paper: You will write a 5-page research paper on a subject of your choosing that is approved by me. You must turn in a topic statement and bibliography in advance (see the course calendar), and the paper is due on November 17 by 5:00pm. Handouts will be provided detailing my expectations for the research paper. (satisfies course objective 3)

Final Exam: There is just one exam for the semester. Sound intimidating? Don’t worry – the final exam is your opportunity to tell me what you learned throughout the class, and you can be creative in how you complete exam. Additional details will be provided later in the semester. Your final exam will be uploaded to CourseDen. (satisfies course objectives 1 & 2)
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 that I accept). If you miss a book discussion, you will receive a “0” for each book discussion missed. The only way to make up partial credit for missing a book 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 book. You will only be allowed one opportunity to make up missed book discussion (excepting extreme emergencies, which must be documented with Student Services). Finally, if you wait until the end of the semester to make up any missed assignment, I will not accept them. Please be prompt in making up missed work (it usually 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. 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. 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%. There are no exceptions to this rule. If there is a medical or personal emergency that requires you to miss more than 2 classes, then you will need to provide documentation from UWG’s Student Services (no other documentation will be accepted).

GRADING
Journal Entries: 20% (4 entries worth 25 points each: 100 total points)
Online Assignments: 25% (6 online assignments worth 25 points each: 150 total points)
Book Discussions 25% (4 book discussions worth 50 points each: 200 total points)
Research Paper: 15% (100 points)
Final Exam: 15% (100 points)

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

Grading Scale
90% - 100% A
80 - 89 B
70 - 79 C
60 - 69 D
0 - 59 F

***Grades are based on student performance and capability. 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. 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

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 RIGHTS AND RESPONSIBILITIES
Students, 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.

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 role 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 0 (that is zero) for your discussion grade, as well as possible additional action.

2. Cell phones, iPads, and all other electronic devices must be turned off during class unless permission is given to use them. Use of electronic devices without permission will result in your dismissal from the room. Use of laptops is permissible to take notes, but if you are caught using laptops for non-class purposes, you will not be allowed to use a laptop for the remainder of the semester. 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, an “F” for your discussion 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 208***

***All classes in blue will take place online – DO NOT show up to PAF 208 on these days***

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<thead>
<tr>
<th>August</th>
<th>11</th>
<th>Introduction</th>
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<tr>
<td></td>
<td>16</td>
<td>North America at 1500, pages 3-22, 92-113 (pages from the American Colonies textbook)</td>
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<td>18</td>
<td>Europe at 1500, 24-49</td>
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<td>23</td>
<td>Richard Hakluyt: Discourse of Western Planting (Online assignment)</td>
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<td>25</td>
<td>England on the eve of exploration &amp; colonization, 118-125 <strong>Topic Statements due for Research Paper</strong></td>
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<td>30</td>
<td>Letter from Richard Frethorne (Online assignment)</td>
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<p>| September | 1 | Chesapeake Settlement, 125-157 [JOURNAL ENTRY 1 DUE BY 11:59PM] |</p>
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<tr>
<th>Date</th>
<th>Assignment/Activity</th>
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| September 6 | Philbrick / *Mayflower*  
1 The New England Colonies, 159-203                                                                 |
| 13       | *Laws of Massachusetts 1641* (Online assignment)                                                         |
| 15       | The Middle Colonies, 246-272                                                                           |
|          | **Research Paper bibliographies due**                                                                      |
| 20       | The Lower South, 223-244                                                                               |
| 22       | What have you learned? (details forthcoming . . .) [JOURNAL ENTRY 2 DUE BY 11:59PM]                    |
| 27       | A time of upheaval, 276-300                                                                             |
| 29       | Williams / *The Pox and the Covenant*                                                                     |

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<th>October</th>
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<td>4</td>
<td>Online office consultations: No regular class meeting</td>
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<td>6</td>
<td><strong>NO CLASS: FALL BREAK</strong></td>
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<td>11</td>
<td><em>Gottlieb Mittleberger: Journey to Pennsylvania</em> (Online assignment)</td>
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<td>13</td>
<td>Colonial economic development, 302-323</td>
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<td>Jean Jacques Rousseau, <em>The Social Contract</em> (Online assignment)</td>
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<td>The Enlightenment, 339-344</td>
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<td>8</td>
<td>The Great Awakening, 344-362</td>
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<td>10</td>
<td>Berkin / <em>First Generations: Women in Colonial America</em></td>
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<td>15</td>
<td>Students in charge! (details forthcoming . . .)</td>
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<tr>
<td>17</td>
<td>No Class: Turn in Research Papers by 5:00pm today!! (Submit papers online)</td>
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<td>22</td>
<td><strong>NO CLASS:</strong></td>
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<td>24</td>
<td><strong>THANKSGIVING BREAK</strong></td>
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<td>29</td>
<td>Imperial conflict in the 18th century, 421-437</td>
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<th>December</th>
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<tr>
<td>1</td>
<td>America at 1754 [JOURNAL ENTRY 4 DUE BY 11:59PM]</td>
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<td>6</td>
<td>The Final Exam is due Tuesday, December 6. It must be submitted online to CourseDen no later than 2:00pm on the 6th.</td>
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