The American Revolution
Spring 2018

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**)  

OFFICE HOURS
UWG Office Hours:
Tuesday: 2:00-5:30pm
Thursday: 11:30am-12:30pm, 3:30-5:30pm
*UWG office hours are held in my office: TLC 3244

Online Office Hours:
Monday: 12:30 – 3:00pm
*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

COURSE OVERVIEW
Welcome to History 4452. This course explores one of those “transformative” events in American history, the American Revolution. The course begins with the French and Indian War of the 1750s and will conclude with the official ending of the war in 1783. We will examine the coming of the American Revolution, the war years, and the results of this conflict.

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.

LEARNING OUTCOMES
1. Identify and explain key issues, themes, and developments related to the American Revolution.
2. Analyze primary and secondary sources for their historical content and interpretations
3. Write a research paper using primary source documents

ASSIGNED READINGS
John Ferling, Whirlwind (textbook)
Nathaniel Philbrick, Bunker Hill
Ruma Chopra, Choosing Sides: Loyalists in Revolutionary America
Carol Berking, Revolutionary Mothers
**there are additional articles and documents that are found online (on CourseDen)
ASSSESSMENT

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

Class Participation: It is expected that you will show up for each class. On some days we have interactive lectures, on other days we have assigned class discussions (see “In-class Discussions” below). On the days we have lectures, be sure to read the assigned textbooks pages (if any) prior to class and bring in notes that you have taken for that particular textbook assignment. Plus, bring in any questions you have after reading the textbook. If there are unannounced quizzes on the textbook (of which you can expect several), you can use any notes you have written to help you with the quiz (but you can’t use copied pages of the textbook or documents). If you have done the reading, I assure you the quizzes will be easy to answer – I will normally ask you a question about a significant theme or issue that was covered in the Ferling textbook. Showing up and participating in a meaningful way will result in full credit. Not showing up and/or not participating will decrease your grade. This is one of the easiest grades you can earn this semester: simply show up to class and be ready to participate when needed. There are a total of 15 lectures and 4 points will be deducted for each lecture you miss. Your class participation grade includes: showing up for class; preparing for, participating in, and the quality of your textbook discussions; unannounced quizzes on textbook readings; student conduct; and any other material assigned throughout the course of the semester that is not listed in this syllabus. (satisfies course objective 1)

Journal Entries: Approximately every 3-4 weeks (see the course schedule below), you will reflect on what you have learned in the lectures and textbook and write a minimum of three paragraphs about your reflections, which will be uploaded to the Assignments section of the course. Spend at least one paragraph on each of the following questions:
1. What theme or issue do you find most important after listening to the lectures?
2. What theme or issue did you find most important after reading Ferling’s book Whirlwind?
3. Over the past month, what is the most important thing you learned in this class?

You have the freedom to choose the topics for your journal entries with one limitation: you can’t discuss the exact same thing for each question (ex: you couldn’t discuss the Stamp Act for all three questions) – you must choose different topics. Be sure to clearly identify your theme/issue at the beginning of each paragraph, then explain your topic by including details and examples from the lectures/textbook to illustrate your key points, and finally conclude your paragraph with a sentence or two on why you think the topic is significant. Your journal entry will thus be 3 paragraphs (minimum) with each paragraph being at least 7 substantial sentences in length (thus, four words in a sentence is not enough!). You will upload your journal entry as a Word document in the Assignments section of CourseDen. 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 objectives 1 & 2)

In-Class discussions: There will be four in-class discussions based on primary source documents that I have assigned (see the course calendar at the end of the syllabus). Please note that you are REQUIRED to read all assigned materials on a particular day before coming to class. On the day we have in-class discussions, be sure that you have read the document and take notes on key points made in the reading. I would strongly encourage you to bring notes on each document to assist you with the quality of your participation. Sitting and staring blankly at me won’t help with the quality of your discussion (the less you participate, the more points are deducted). There is a possibility of a quiz or writing assignment on the documents assigned for each discussion, and if so, you can use any notes you have written to help you with the quiz (but you can’t use copied pages of the documents). We will also be working regularly in groups, so having everyone (not just a few) contribute is important. Please note that 14 points (yes, 14 points!) will be deducted for each in-class discussion that you miss. (satisfies course objectives 1 & 2)

Book Discussions: There are three monographs (books) assigned for this course: Bunker Hill (Nathaniel Philbrick), Choosing Sides (Ruma Chopra), and Revolutionary Mothers (Caro Berkin). We will spend an entire class 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!!). I am giving you a day off prior to each book discussion, so no excuses
for not being prepared. For each book, you will write a 2-page response paper (minimum) that discusses three key themes and the overall contribution of the book (for a total of 4 paragraphs, and each paragraph should be at least 7 sentences in length). Your themes must be based on more than just one chapter (meaning, you can’t write three paragraphs based on just one chapter of the book). Show me that you have read the ENTIRE book and understand the themes covered throughout the book. Even though you choose three themes to write on, you are still responsible for being prepared to discuss other key points and themes of the book. I would suggest bringing in notes for each chapter on the days we discuss the books.

Your response paper must be printed off and handed in at the start of class on the day we discuss a particular book. Please note: If you don’t turn in the book paper at the beginning of class on the day 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 6-page (minimum) 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 schedule), and the paper is due on April 17 by 11:59pm. Handouts will be provided detailing my expectations for the research paper. (satisfies course objectives 2 & 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 is due on May 7 by 11:59pm and 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 with Student Services 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). This policy of missed assignments also applies to in-class discussions, class participation, and journal entries. 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 (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. If you miss more than 5 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 provide documentation from UWG’s Student Services (no other documentation will be accepted).
GRADING

Book Discussions 25%  (150 total points: 3 book discussions worth 50 points each)
Journal Entries: 20%  (100 total points: 4 journal entries worth 25 points each)
In-Class Discussions: 15%  (100 total points: 4 in-class assignments worth 25 points each)
Class Participation 15%  (100 total points)
Research Paper: 15%  (100 points)
Final Exam: 10%  (50 points)

***The percentage for each grading category represents the total weight of each assignment category toward the overall course grade. For example, all of your journal entries added together will count 15% toward your overall course grade.

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

Grading Scale

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<tr>
<th>Percentage</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>
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<tr>
<td>70 - 79</td>
<td>C</td>
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<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 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: 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 to CourseDen, students should have familiarity with a word processor program (Word is the preferred program) that will be used for written assignments. Some assignments will allow you the option to use other formats like PowerPoint and YouTube videos.

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 (online assignments, essays, exams) 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 grade, so expect to go beyond the minimum requirements if you want to score an A or B for each writing assignment.

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 the assignment. Be sure to proofread your writing as grammar and spell checks typically do not catch words used in incorrect contexts.

3. **Writing assignments must be original AND analytical** and should reflect effort. An assignment should not be a string of quotes with limited analysis; rather, most of the written assignment should be in your own words with a few quotes to illustrate your points. Too many quotes limits your own analysis, so you should aim for less than 20% of quoted material in your paper (all 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 others.”)

5. **When using quotes from the readings, you must cite your sources.** The research paper must follow proper formatting by using the *Chicago Manual of Style*, or Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. Refer to *Turabian and Chicago Styles Citations* for assistance. For the remaining writing assignments (book papers, online assignments, journal entries), you can choose your preferred method for citations, but you need to make sure you provide some sort of citation for your quotations. A simple citation will suffice for these 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.

6. **You may ONLY use the assigned readings for your assignment: 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.

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 Pafford 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 and will be counted as absent for that day.

2. Any disruptive behavior will result in your expulsion from the room. If asked to leave, you will be counted as absent for that day. If disruptive behavior persists, you will receive a 0 (that is zero) for your entire in-class discussion grade, as well as possible additional action.

3. 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. 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 in-class 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 (also identified as “Online assignment”) will take place online. Please DO NOT show up to PAF 208 on these days***

<p>| January  | 9   | Introduction |
| January  | 11  | The coming of the French and Indian War (read <em>Whirlwind</em>, Introduction Chapter) |
| January  | 16  | The French and Indian War (read <em>Whirlwind</em>, Chapter 1) |
| January  | 18  | In-Class discussion: <em>The Administration of the Colonies</em> |
| January  | 23  | The Empire strikes back! (read <em>Whirlwind</em>, Chapter 2) |
| January  | 25  | In-Class discussion: <em>Letters from a Pennsylvania Farmer</em> |
| January  | 30  | The debate over colonial rights (read <em>Whirlwind</em>, Chapter 3) |
| February | 1   | Journal Entry 1 due (No PAF 208 meeting) |
| February | 6   | Colonial protests and resistance |
| February | 8   | “Murder” and a tea party (read <em>Whirlwind</em>, Chapters 4 &amp; 5) |
| February | 13  | Finish reading <em>Bunker Hill</em> and prepare for book discussion (No PAF 208 meeting) |
| February | 15  | BOOK DISCUSSION: <em>Bunker Hill</em> (book paper due at beginning of class) |
| February | 20  | In-Class discussion: <em>Common Sense &amp; The True Interest of American Impartiality Stated</em> |
| February | 22  | The Revolutionary War (guest speaker: John Ferling) – (read <em>Whirlwind</em>, Chapters 6-8) |
| March    | 6   | Finish reading <em>Choosing Sides</em> and prepare for book discussion (No PAF 208 meeting) |
| March    | 8   | BOOK DISCUSSION: <em>Choosing Sides</em> (book paper due at beginning of class) |
| March    | 13  | The Northern Campaigns (read <em>Whirlwind</em>, Chapter 9) |
| March    | 15  | The Philadelphia Campaign (read <em>Whirlwind</em>, Chapters 10-12) |</p>
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<thead>
<tr>
<th>Date</th>
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<tr>
<td>March 20</td>
<td>NO CLASS:</td>
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<td></td>
<td>SPRING BREAK</td>
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<tr>
<td>April 27</td>
<td>The Southern Campaign (read <em>Whirlwind</em>, Chapters 13 &amp; 14)</td>
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<td>Journal Entry 3 due (No PAF 208 meeting)</td>
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<td>April 29</td>
<td>Finish reading <em>Revolutionary Mothers</em> and prepare for book discussion (No PAF 208 meeting)</td>
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<td></td>
<td>BOOK DISCUSSION: <em>Revolutionary Mothers</em></td>
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<td>April 5</td>
<td>In-Class discussion: <em>A Narrative of the Life of Mrs. Mary Jemison</em></td>
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<td></td>
<td>The African American experience during the Revolution</td>
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<td>April 10</td>
<td>Upload research paper in the Dropbox (No PAF 208 meeting)</td>
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<td><em><strong>Research Papers due on April 17 by 11:59pm</strong></em></td>
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<td>April 19</td>
<td>Yorktown and the end of the war (read <em>Whirlwind</em>, Chapters 15 &amp; 16)</td>
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<tr>
<td>May 24</td>
<td>America at 1783</td>
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<tr>
<td>May 26</td>
<td>Journal Entry 4 due (No PAF 208 meeting)</td>
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**May 7**  
**Final Exam: due by 11:59pm on Monday, May 7**  
Your final exam must be completed by 11:59pm on May 7. It will be an online assignment that will be uploaded to the Assignments folder in CourseDen. Additional instructions will be provided one week prior to the exam (no later than April 26). You will have the opportunity to be creative in how you complete the exam, so don’t panic!