HIST 4478: American Religion to 1800
Section 01- CRN 83412
Fall 2021
T/Th 12:30pm-1:45pm (Pafford 308)

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 about the class (I cannot accept assignments or discuss grades via the UWG email). I provide my external email primarily for general correspondence.

OFFICE HOURS
UWG Office Hours:
Tuesday: 10:00am-12:00pm, 2:00-4:00pm
*UWG office hours are held in my office: PAFFORD 3244

Online Office Hours:
Monday: 1:00 – 5:00pm
Thursday: 2:00-4:00pm
*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. I am pretty flexible when it comes to accommodating your schedule!

COURSE OVERVIEW
This course will examine American religious history from early American settlement through 1800 and how religion contributed to the development of the various colonies. We will also explore major intellectual and theological trends that occurred during this era, including Reformation thought, revivalism and the First Great Awakening, the impact of the Enlightenment, and Revolutionary ideology. The course will explore all types of religious beliefs, including contributions by various ethnic and racial groups to American religious history. Finally, we will examine the impact of religion on political, social, economic, gender, and cultural issues occurring from roughly 1607 to 1800, and conversely, how these issues influenced people’s understanding of religion.

This class is also a hybrid course, meaning that roughly 25% of your learning will take place outside of the classroom using CourseDen, which is the online version of our classroom. This means that some of your
work will take place online (and thus no in-class or live 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. **Identify and explain historical content**: Through the class lectures and assigned materials for the course, you will identify and explain key issues, themes, and developments related to American religious history to 1800.
2. **Analyze primary and secondary sources**: You will read primary and secondary sources and critically analyze them for their historical content and interpretations.
3. **Write a research paper**: You will choose a research topic of interest and write a paper based on primary and secondary sources that conveys your findings.
4. **Create a presentation**: You will create a presentation that outlines the key themes and points from their research paper. This presentation will be delivered orally to the class.

**ASSIGNED READINGS & MATERIALS**

There are two types of material that will be used for this course: books (which you must purchase and online articles/documents (which are free).

**Books (must be purchased)**


Richard Godbeer, *Escaping Salem*

Steven Waldman, *Founding Faith*

**Online sources (free)**

Articles and documents used for assignments and discussions will be uploaded to CourseDen. These are free, so no purchase needed.

**COURSE ASSESSMENT**

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 in-person class that is scheduled in Pafford 308. Our class meetings will generally include a mix of interactive lectures, classroom activities, and class discussions. On the days we have lectures (specified in the course calendar), be sure to read the assigned textbooks pages (if any) and bring in notes that you have taken for that particular textbook assignment. Plus, bring in any questions you have after reading the textbook. On the days we have class discussions, read the assigned articles and documents, take notes, and be ready to discuss what you read. 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 prepared and be ready to participate as needed. **3 points will be deducted for each lecture you miss and 5 points will be deducted for each class discussion you miss. (satisfies course objectives 1 & 2)**
Journal Entries:
Approximately every 3 weeks (see the course schedule 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 Assignments 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 a minimum of 6-7 sentences in length that clearly identifies your topic in the first sentence, provide key details about your topic (including examples and details from the lectures/textbook to illustrate your topic), and then explain why the topic is significant. The only exception to this is Journal Entry 1, which is based on your own personal reflections (it reflects on what your understanding of American religious history is at the start of the semester – instructions will be provided). A rubric will be provided so you can see how the journal entries 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 the days that are online). On these online days, you will work on assignments at home – there are no online meetings. **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” in this syllabus. Please see the course calendar for specific due dates for each online assignment. *(satisfies course objectives 1 & 2)*

Book Discussions
There are two monographs (books) assigned for this course: *Escaping Salem* (Richard Godbeer) and *Founding Faith* (Steven Waldman). 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!!). Before our book discussion, you will write a 2-3 page paper (maximum) that discusses three key themes and the overall contribution of the book (for a total of 4 paragraphs – each paragraph should be a minimum of 6-7 sentences in length). This must be uploaded by 12:00pm on the day of our class meeting. **If you don’t upload the paper prior to the beginning of class on the days we discuss each book, you will not be allowed to stay for the book discussion** (your uploaded paper is 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 objective 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 November 11 by 11:59pm. Handouts will be provided detailing my expectations for the research paper. *(satisfies course outcome 3)*

Research Paper Presentation
You of you will give a presentation to the class that conveys the findings of your research paper. The presentation will be a maximum of 5 minutes. Your presentation will take place on the days of November 16 and November 18. Additional details regarding the presentation will be provided in another handout, including the specific day of your presentation. *(satisfies course objective 4)*
Final Exam Assignment
Your final exam will reflect on what you have learned throughout the semester. I will give you an opportunity to be creative with the Final Exam Assignment, and it won't be terribly long, so hopefully that will put your mind at ease. I will provide more details regarding the final exam assignment later in the semester. (satisfies course outcome 1, 2, & 3)

GRADING*

Class Participation: 25% (100 points)
Research Paper: 20% (100 points)
Book Discussions: 15% (100 points: 2 books worth 50 points each)
Journal Entries: 15% (80 points: 4 journal entries/20 points each)
Online Assignments: 15% (75 points: 3 online assignments / 25 points each)
Research Paper Presentation: 5% (50 points)
Final Exam Assignment: 5% (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
90% - 100% A
80 - 89 B
70 - 79 C
60 - 69 D
0 - 59 F

***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 OF A “C” OR A LOW “B” GRADE. To receive an A or a higher 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, if not earlier. I will let you know if grading takes longer than a week.

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

Having a correctly configured computer will help ensure your success in a hybrid course. 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. If you use Apple software, you will need to convert all of your documents to a PDF or Word document.

During class, electronic devices (phones, iPads, laptops, etc.) should only be used for class purposes like taking notes and pulling up articles and documents. Please do not use electronic devices for non-class purposes – it is distracting and not professional. Also, no recording any portion of the class without my permission. If you have any documentation needs, please let me know.

ATTENDANCE, PARTICIPATION, AND LATE POLICY

Attendance and participation are required for all in-class meetings in Pafford 308. This is extremely important, particularly since the class is interactive and we will be having conversations 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. Please see the section above on “Class Participation” about point deductions for missed classes. In addition to my policy on missed assignments (see below), if you miss more than 6 in-class meetings (which is about 50% of our discussions), you will fail the course. If there is a medical or personal emergency that requires you to miss multiple classes (including issues related to COVID), then you will need to contact UWG’s Health Services for documentation. If you have proper documentation, alternative arrangements will be made for you regarding in-class attendance.

YOU MUST ATTEND THE FIRST DAY OF CLASS FOR ATTENDANCE VERIFICATION. FAILURE TO SHOW UP THE FIRST DAY OF CLASS WILL RESULT IN YOUR DISMISSAL FROM THE COURSE. IF YOU ARE UNABLE TO ATTEND THE FIRST DAY OF CLASS, YOU MUST CONTACT ME WITHIN 24 HOURS TO REMAIN IN THE COURSE.

I expect all assignments to be turned in by the stated deadlines for each week. If an emergency occurs, you must let me know within 24 hours of the deadline. Late assignments will NOT be accepted without a valid reason (that I determine) and if needed, submitted with proper documentation. A pattern of late submissions will result in a “0” for assignments not turned in by the deadline.
GUIDELINES FOR WRITING ASSIGNMENTS

All writing assignments (journal entries, research paper, history reflection paper, final exam) 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. VERY IMPORTANT: 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 uploaded documents 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 (some 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 following some sort of citation format like MLA style, or the Chicago Manual of Style. Refer to MLA Style Guide and Chicago Manual of Style Guide for assistance. You can choose your preferred method for citations for all assignments except the research paper (which must follow Chicago Manual of Style), 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 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 library or internet.

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. Just so you know, revising the syllabus doesn’t mean giving you more work. Instead, it gives me flexibility make changes if I see something during the semester that needs to be addressed. Basically, any revisions will only help you (and not create more work).
Classes that are online take place at home. All other classes will take place in Pafford 308.

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<thead>
<tr>
<th>Date</th>
<th>Class Meeting</th>
<th>Topic</th>
<th>Readings/Videos</th>
<th>Assignments</th>
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<td>August 12</td>
<td>Pafford 308</td>
<td>Introduction</td>
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<tr>
<td>August 17</td>
<td>Pafford 308</td>
<td>Religion in America (class discussion)</td>
<td>New World Faiths (pages ix-20)</td>
<td>Class discussion on reading assignments (New World Faiths ix-20 and Religion in American Culture 1-4).</td>
</tr>
<tr>
<td>August 19</td>
<td>Online</td>
<td>Reflecting on American Religion (online assignment)</td>
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<td>Complete online assignment on your reflections on American religion by 11:59pm on August 19.</td>
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<td>August 24</td>
<td>Pafford 308</td>
<td>Early Christianity (lecture)</td>
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<td>August 26</td>
<td>Pafford 308</td>
<td>The Reformation and its impact (lecture)</td>
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<td>*Topic Statement for research paper due by 11:59pm today (August 26).</td>
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<td>August 31</td>
<td>Pafford 308</td>
<td>The Spanish and French experience in North America (lecture)</td>
<td>New World Faiths (21-37)</td>
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<td>September 7</td>
<td>Pafford 308</td>
<td>The supernatural world of Salem (lecture)</td>
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<td>September 9</td>
<td>Pafford 308</td>
<td>BOOK DISCUSSION: Escaping Salem (book)</td>
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<td>Class discussion on Escaping Salem. Paper on book due by 12:00pm today (September 9). Paper must be uploaded to Assignments folder by 12:00pm to participate in class discussion.</td>
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<td>September 14</td>
<td>Pafford 308</td>
<td>Religion in the Southern Colonies (lecture)</td>
<td>New World Faiths (71-88)</td>
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<td>September 16</td>
<td>Pafford 308</td>
<td>Religion in the Middle Colonies (lecture)</td>
<td><em>New World Faiths</em> (62-68)</td>
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<tr>
<td>September 21</td>
<td>Online</td>
<td><em>The World of William Penn (online assignment)</em></td>
<td>William Penn, Some Fruits of Solitude in Reflections and Maxims (online document)</td>
<td>Complete online assignment on William Penn by 11:59pm on September 21.</td>
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<tr>
<td>September 23</td>
<td>Pafford 308</td>
<td>The religious experience of women in Colonial America (lecture)</td>
<td><em>New World Faiths</em>, 123-127</td>
<td>*Bibliography for research paper due by 11:59pm today (September 23).</td>
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<tr>
<td>September 28</td>
<td>Pafford 308</td>
<td>The religious world of African Americans (lecture)</td>
<td><em>New World Faiths</em>, (100-107)</td>
<td>Journal Entry 2 due by 11:59pm on September 28.</td>
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<tr>
<td>September 30</td>
<td>Pafford 308</td>
<td>Native American religious traditions and encounters (lecture)</td>
<td><em>New World Faiths</em>, (91-100)</td>
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<td>October 5</td>
<td>Online</td>
<td><em>Conflicting World Views (online assignment)</em></td>
<td><em>Powhatan Priests and English rectors</em> (online article)</td>
<td>Complete online assignment for <em>Powhatan Priest</em> article by 11:59pm on October 5.</td>
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<td>October 7</td>
<td>NO CLASS: FALL BREAK!</td>
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<td>October 12</td>
<td>Pafford 308</td>
<td>The Enlightenment (lecture)</td>
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<td>October 14</td>
<td>Pafford 308</td>
<td>Class discussion: Debating the Great Awakening</td>
<td><em>Last name A-J The Danger of an Unconverted Ministry</em>&lt;br&gt;<em>Last names K-Z The Testimony of Harvard College</em></td>
<td>Class discussion on readings assignments. Be sure to read the articles assigned by your last name. (Last names A-L read the article <em>The Danger of an Unconverted Ministry</em> and last names M-Z read the article <em>The Testimony of Harvard College</em>).</td>
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<td>October 21</td>
<td>Pafford 308</td>
<td>Religion and the coming of the</td>
<td><em>New World Faiths</em>, (132-136)</td>
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<td>October 26</td>
<td>Pafford 308</td>
<td>BOOK DISCUSSION: <em>Founding Faith</em></td>
<td><em>Founding Faith</em> (book)</td>
<td>Class discussion on the book <em>Founding Faith</em>. Paper on book due by 12:00pm today (October 26). Paper must be uploaded to Assignments folder by 12:00pm to participate in class discussion.</td>
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<td>October 28</td>
<td>Pafford 308</td>
<td>Religion and the American Revolution (lecture)</td>
<td><em>New World Faiths</em> (136-141)</td>
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<tr>
<td>November 2</td>
<td>Pafford 308</td>
<td>Religion in the Early Republic (lecture)</td>
<td><em>New World Faiths</em> (141-149)</td>
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<tr>
<td>November 4</td>
<td>Pafford 308</td>
<td>Religion at 1800 (final lecture of the semester!)</td>
<td></td>
<td>Journal Entry 4 due by 11:59pm on November 4. Upload to Assignments folder.</td>
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<tr>
<td>November 9</td>
<td>Online</td>
<td>Research Paper</td>
<td></td>
<td>Work on research paper – no class meeting.</td>
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<tr>
<td>November 11</td>
<td>Online</td>
<td>Research paper due</td>
<td></td>
<td>Research paper due no later than 11:59pm EST on November 11. Upload to the CourseDen Assignments folder.</td>
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<td>November 16</td>
<td>Pafford 308</td>
<td>Research Paper Presentations</td>
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<td>5-minute class presentation that discuss the findings of your research paper.</td>
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<td>November 18</td>
<td>Pafford 308</td>
<td>Research Paper Presentations</td>
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<td>5-minute class presentation that discuss the findings of your research paper.</td>
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<td>November 23</td>
<td>NO CLASS</td>
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<td>November 25</td>
<td>THANKSGIVING</td>
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<td>November 30</td>
<td>Online</td>
<td>Final Exam Assignment</td>
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<td>Work on final exam assignment.</td>
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<td>December 2</td>
<td>Online</td>
<td>Final Exam Assignment</td>
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<td>Work on final exam assignment.</td>
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<td>December 7</td>
<td>Online</td>
<td>Final Exam Assignment</td>
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<td>Complete the final exam assignment no later than 11:59pm EST.</td>
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<td>Date</td>
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<td></td>
<td>Tuesday, December 7, by 11:59pm. Upload the final exam to the CourseDen Assignments folder.</td>
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