HIST 4485: Social Unrest and Popular Uprisings in Early America  
Section E01- CRN 50342  
Summer 2016

Course Instructor  
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Office Number: (678) 839-6044  
**I will be out of my office for the entire summer. If you need me to talk by phone, please email me with a phone number and I will call you back as soon as I can. If you leave a message on my office phone, I will be unable to retrieve it.**  
E-mail address: kpacholl@westga.edu  
NOTICE: Please use the internal CourseDen email for general correspondence. I provide my external email address for emergencies only and would prefer to keep day-to-day correspondence in CourseDen.

Office Hours  
Online Office Hours:  
Monday: 3:00pm - 5:00pm  
*Online office hours online will take place in the “Online Office Hours” folder 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 Introduction and Description  
This course will examine three centuries of social unrest and popular uprisings in Early America. From the very start of settlement in North America, social unrest was a part of the American experience. This unrest was caused by many factors, including political, social, economic, racial, and religious differences. At times this dissent boiled over into actual violence, and the each century witnessed outbreaks of violence for various reasons. We will explore the causes of this unrest and examine several key uprisings and rebellions of the era. You will be surprised at the level of discontent that existed in America in its early years.

This course is an online course using CourseDen and your computer as the delivery medium. There are no required face-to-face meetings.

Course Objectives and Outcomes:  
Specific learning outcomes for this course include:

1. Identify and explain the causes of social unrest in Early America.
2. Examine key uprisings in the 17th, 18th, and early 19th centuries.

3. Analyze and interpret secondary sources.

4. Develop skills in critical thinking and writing

**Required Texts and Materials**

**Required books**
James Rice, *Tales from a Revolution: Bacon’s Rebellion and the Transformation of Early America*
Richard Archer, *As If an Enemy’s Country: The British Occupation of Boston and the Origins of Revolution*
Beverly Tomek, *Pennsylvania Hall: A “Legal Lynching” in the Shadow of the Liberty Bell*

**Online sources**
In this course you will utilize online materials that supplement the assigned books. These include articles PDF files that focus on specific topics for each module, as well as links to external sites for videos.

**Module video lectures**
Each module will include a video lecture created by me. Don’t panic, it won’t be longer than 10 minutes (normally 5-10 minutes). The lectures will provide an overview of each module and should help to provide context for the content you will be reading and viewing, so please be sure to watch the video lectures and take notes.

**Assignments and Grading**

**Module Discussion Postings:**
Module discussions are community discussions about specific themes covered in each module and are based on the assigned articles/videos/lectures. Module discussions will include individual postings and responses to other student postings. Postings should relate directly to the topic. The quality of your participation will be judged according to your ability to follow the directions for each assignment as well as your treatment of the topic. You will have the opportunity to be creative in your module discussion postings. **Effort is key!** Additional details will be provided for each specific module discussion assignment, and a rubric will be provided so you can see how the assignment is graded. **Module discussion postings are due on the first Sunday of each module (June 12, June 19, July 3, July 17) and will be posted in the Discussion section of the course. (satisfies course objectives 1, 2, 3, 4)**

**Book Discussion Postings:**
Book discussions are community discussions about the books assigned in each module. They will be more flexible than the module discussions because you can choose any topic that you find interesting in the book and discuss it. You will choose one theme from the book and spend **one paragraph** discussing it. In the paragraph (which should be 5-7 sentences), identify the theme you
are discussing, provide a few details about your theme, and explain why it is significant – all in one paragraph! Once you have uploaded your initial posting, you will respond to another student’s posting. Choose a posting that you find most interesting, informative, controversial, etc. and spend 4-5 sentences discussing that posting. You might, for example, discuss why it is so insightful, or you might respectfully disagree with that posting and offer your own perspective. Your response should include specific points from the book to back up your discussion. This is your chance to discuss the book with each other, so have fun with it! A rubric will be provided so you can see how the assignment is graded. **Book discussion postings are due on the last Sunday of each module (June 26, July 10, July 24)** and will be posted in the Discussion section of the course. (satisfies course objectives 1, 2, 3, 4)

**Journal Entries:**
For each module, you will post a journal entry to the Dropbox section of the course. The journal entry will reflect on what you have learned in the assigned articles, videos, and lecture and will address the broad themes that connect all of the assigned materials (and not just one) for that particular unit. You have the freedom to choose the broad themes you discuss and think are most meaningful, but whatever you choose, be sure to include examples from the readings to illustrate your main points. Journal entries are more reflective pieces that address overall themes and significances, so don’t get bogged down in discussing the minute points of each assigned reading/video. Each entry will be **two paragraphs** in length (no more, no less), and an effective paragraph is normally 5-7 sentences in length that develops one key theme in each paragraph. A rubric will be provided so you can see how the assignment is graded. **Journal entries are due on the first Sunday of each module (June 19, July 3, July 17).** (satisfies course objectives 1, 2, 3, 4)

**Book Reviews:**
Each module has a book (monograph) that has been assigned to it:
- Module 1: James Rice, *Tales from a Revolution*
- Module 2: Richard Archer, *As If an Enemy’s Country*
- Module 3: Beverly Tomek, *Pennsylvania Hall*

The review papers should discuss **the author’s thesis** (overall argument) and **main themes** of the book. Your paper should include examples from the book to illustrate the main themes and developments covered throughout the book. Your paper should include insightful analysis of the major themes and not simply go chapter by chapter throughout your paper. Book review papers should be a **minimum of 3 pages** and uploaded to the Dropbox section of the course. A rubric will be provided so you can see how the assignment is graded. **Book reviews are due on the last Thursday of each module (June 23, July 7, July 21).** (satisfies course objectives 3, 4)

**Final Exam Essay:**
The final exam will be **taken online between July 25-27**. It must be during one of these days and completed and uploaded to the Dropbox folder **no later than 11:59pm on July 27**. The final exam will be an essay interpreting what you learned throughout the class. Additional instructions will be provided in July. (satisfies course objectives 1, 2, 3, 4)
Weight of Grades***
25% - Module Discussions (4 discussion assignments worth 50 points each: **200 total points**)
10% - Book Discussions (3 discussion assignments worth 20 points each: **60 total points**)
25% - Book Reviews (3 reviews worth 50 points each: **150 points**)
20% - Journal Entries (3 entries worth 25 points each: **75 total points**)
20% - Final Exam Essay (1 final exam worth **100 points**)

***The percentage represents the total weight of each assignment category toward the overall grade. For example, all of your module discussions added together will count 25% towards your overall grade.

Standards for Evaluation:
A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: 0-59%

***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

**Grading Turnaround:**
All assignments and assessments will normally be graded within a week after the deadline. I will let you know if grading takes longer than a week. **There is no extra credit offered in this course!**

**Course Policies and Information**

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

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

**Technical Requirements and Assistance**
Having a correctly configured computer will help ensure your success in an online 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 (ex: Word) that will be used for written assignments.
**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.

**Attendance, Participation, and Late Policy**
Attendance and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette. Be sure to read and observe the procedures described the “Guidelines for Good Electronic Communication (Netiquette).”

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays; however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let me know as soon as possible. **Late submissions will NOT be accepted without a valid reason (that I determine) and proper documentation. A pattern of late submissions will result in a “0” for assignments not turned in by the deadline.**

**Time Commitment:**
Taking a course online is not easier or faster. It will take as much or more time than taking a face-to-face class. If you normally go to class 3 hours per week per course you will need to devote that same amount of time to your online course. In addition to online time, you should be prepared to spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, writing papers, reading, studying, reflecting, and planning. **Remember, this is a short-session summer course (8 weeks), so the pace will go even faster than the normal 16-week semester and you should double the amount of time each week that you would normally put into a fall/spring semester!!**

**Communicating Online:**
In an online environment, communication patterns are different from what you are used to in a face to face classroom. You cannot see the other students you are sharing ideas with and responding to. Instructors cannot see your facial expressions or body language to determine whether or not you understand. Because of this, it becomes more important for you to become an
active contributor to the learning process. In order to be successful in an online course you must become self-disciplined and actively involved. You will not be able to sit back and wait if you do not understand something. If you do not speak up, no one knows you are there. Ask questions as soon as they occur to you. Ask for clarification when you need it.

Netiquette Guide:
1. Focus on one subject per message and use pertinent subject titles.
2. Capitalize words only to highlight a point or for titles -- Capitalizing otherwise is the equivalent to SHOUTING!
3. Cite all quotes, references, and sources.
4. When posting a long message, warn your readers at the beginning of your post.
5. It is inappropriate to forward someone else's messages without his or her permission.
6. It's fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as :-) or ;-) to let others know that you're being humorous, but use them sparingly and not in every sentence/posting.
7. Respect and courtesy are mandatory at all times. Failure to adhere to these important principles will result in a grade reduction from your final course grade as well as possible additional disciplinary action. I won’t tolerate inappropriate behavior in this class.

Guidelines for Writing Assignments
All writing assignments (discussions & essays) should adhere to the following guidelines:

1. Writing assignments should meet the minimum writing length as stated in each assignment. If the assignment is an essay, your answer should be double-spaced using a maximum of 12-point type. Please use a simple, clean font such as Times New Roman. Use normal margins on all sides. Writing submissions that are less than the minimum length will lose significant points. Also, please remember that doing the minimum is the basis for a “C” grade. To receive an A or a B grade, you must plan to go beyond the minimums stated for each 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 include well-thought-out responses to the questions posed in the assignment. An assignment should not be a string of quotes with limited analysis (these assignments are not high school book reports); rather, most of the written assignment should be in your own words with a few quotes to illustrate your points.

4. You must provide specific examples from the secondary and/or primary sources to support your main points. When using quotes from the readings, you must cite these sources following the MLA style, the University of Chicago Press's Chicago Manual of Style or Kate L. Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations. Refer to the online resources
Guide to the MLA Style or Turabian and Chicago Styles Citations. You can choose your preferred method for citations, but you need to make sure you provide some sort of citation for your quotations. A sample citation: (Pacholl 10) = author / page number; if there is no page number, then provide the name of the author and the title of the work – example: (Pacholl)

5. **If you use direct quotations, you must not only cite your source, but must also use quotation marks.** Example: Columbus explains that the weapons of the natives he encountered in the islands of the Caribbean were unsophisticated, and that their javelin, a much-used weapon, was "no more than sticks" joined together.

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 material from another source.
Course Modules (found in the CONTENT section of CourseDen)

**There are a total of 6 modules in this class, along with a sections for the introduction, essay, and final exam. Each module represents a section of the course based on historical developments and will contain instructions, information, and activities related to the history topics we will be learning about in this course. The Introduction Module is already open, and the first history content module, Module 1 will be released on June 13. Each module will open and close on the dates listed in the syllabus (below). It is important that the class progresses together during the semester, and that is why the modules will not be released all at once. DUE DATES FOR EACH ASSIGNMENT ARE LISTED BELOW**

**Introduction Module (June 6-12)**

**Objectives**
Upon completion of this module, you will be able to:
- recognize what is expected for successful completion of this course
- recognize the course design and structure
- identify features of the course syllabus
- introduce yourself to the instructor and other students in the course
- examine reasons for discontent and uprisings in 18th-century Massachusetts

**Readings**
- Course Syllabus (yes, you must read the syllabus from beginning to end)
- Pauline Maier, “Popular Uprisings and Civil Authority in Eighteenth-Century America”

**Assignments**
- **Introductions** (not graded, but failure to complete this assignment will result in your dismissal from class: this is a MANDATORY attendance assignment! – due June 12)
- **Module Discussion:** “Popular Uprisings and Civil Authority” (due June 12)

**Module 1 (June 13-26)**

**Objectives**: Upon completion of this module, you will be able to:
- identify causes for religious disagreement in 17th-century Puritan New England
- examine social unrest in the Middle Colonies during the 17th century
- analyze the causes, progression, and impact of Bacon’s Rebellion

**Assigned Materials**
- **Book**
  - James Rice, *Tales from a Revolution*
- **Online Sources (PDF files and video links)**
  - Quakers in Puritan New England (video)
-City Upon a Hill Under Siege (PDF)
-The Leisler Rebellion in the Delaware River Valley (PDF)

-Module Lecture

Assignments
-Module 1 Discussion (due June 19)
-Module 1 Journal Entry (due June 19)
-Book Review: James Rice, Tales from a Revolution (due June 23)
-Module 1 Book Discussion (due June 26)

Module 2 (June 27 – July 10)
Objectives:
Upon completion of this module, you will be able to:
- analyze backcountry discontent in 18th-century Pennsylvania
- examine social unrest in North Carolina during the 18th century
- assess pre-Revolutionary discontent in Massachusetts
- analyze the two significant rebellions after the American Revolution

Assigned Materials
-Book
  - Richard Archer, As If an Enemy’s Country
-Online Sources (PDF files and video links)
  - March of the Paxton Boys (PDF)
  - Prelude to the American Revolution (PDF)
  - Shays’ Rebellion (video)
  - Whiskey Rebellion (video)
-Module Lecture

Assignments
-Module 2 Discussion (due July 3)
-Module 2 Journal Entry (due July 3)
-Book Review: Richard Archer, As If an Enemy’s Country (due July 7)
-Module 2 Book Discussion (due July 10)

Module 3 (July 11-24)
Objectives:
Upon completion of this module, you will be able to:
- analyze political instability in the Age of Jackson
- examine religious tensions and unrest in 19th-century Philadelphia
- analyze the abolitionist movement and its connection to racial tensions
Assigned Materials
- Book
  - Beverly Tomek, *Pennsylvania Hall*
- Online Sources (PDF files and video links)
  - The Great Riot Year of 1834 (PDF)
  - Elijah Lovejoy and abolitionism (video)
  - For the Honor and Glory of God (PDF)
- Module lecture

Assignments
- Module 3 Discussion (due July 17)
- Module 3 Journal Entry (due July 17)
- Book Review: Richard Archer, *As If an Enemy’s Country* (due July 21)
- Module 3 Book Discussion (due July 24)

**Final Exam Essay (July 25-27)**
The final exam will be an essay interpreting what you learned throughout the class. It will be completed and uploaded to the Dropbox between July 25-27. It must be uploaded no later than 11:59pm on Wednesday, July 27. Additional instructions will be provided in July.