HIST 5451: Colonial America
Section 01 - CRN 83202
Fall 2020
Graduate Seminar Meetings: Thursdays @ 3:30pm (TLC 3205)

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
Online Office Hours:
Monday: 1:00 – 5:00pm
*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.

UWG Office Hours:
Tuesday: 2:00pm-4:00pm
Thursday: 12:30-2:00pm
*UWG office hours are held in my office: TLC 3244

**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
Welcome to History 5451. This course explores the development of British North American society from the time of early British settlement 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.

This class is also a hybrid course, meaning that roughly half of your learning will take place outside of the classroom using CourseDen, which is the online version of our classroom. This gives you a chance to engage with the material on your own time and prepare in advance for classroom discussions. On Tuesdays you will work from home and on Thursdays we will meet in person. In order to provide the
necessary time needed for graduate discussions, we will meet weekly on Thursdays at 3:30 – 4:45pm in
the department’s conference room (TLC 3205). It is mandatory that you attend these weekly meetings.
This graduate meeting is counted toward your overall workload for the course.

COURSE OUTCOMES
Specific learning outcomes for this course include:
1. Identify and explain key issues, themes, and developments related to English settlement of North
   America
2. Interpret primary and secondary sources
3. Develop critical thinking skills
4. Conduct historical research

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)
Alan Taylor, Colonial America: A Very Short History
Helen Rountree, Pocahontas, Powhatan, Opechancanough
Nathaniel Philbrick, Mayflower
James Rice, Tales from a Revolution
Emerson Baker, A Storm of Witchcraft
Paul Pressly, On the Rim of the Caribbean
Marcus Rediker, The Slave Ship
Carol Berkin, First Generations: Women in Colonial America
Caroline Winterer, American Enlightenments

Article (free, uploaded to CourseDen)
Alan Taylor, Squaring the Circles: The Reach of Colonial America

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

Class Discussions
Each class discussion is based on the material assigned for the week. You will read the weekly material
and be prepared to discuss it during our weekly discussions. For the moment, discussions will take place in
the classroom. Should things change, discussions will be moved to online. I will keep you posted on how
the discussions will take place. The important thing is to be prepared for each discussion: read the
assigned material, take notes, and be ready to discuss your notes. Please note that the class discussion on
Thursday, October 8, will take place online in our virtual classroom (Online Office Hours meeting room
located in the Content section of CourseDen). We will meet live online at 3:30pm on October 8. More
details will be forthcoming. (satisfies course outcome 1, 2 & 3)
**Response Papers:**
You will write a response paper for all assigned readings. For each book or set of articles, you **will write a 2-3 page response paper (2 full pages minimum, with a maximum of 3 full pages)** that discusses three key themes and the overall contribution/significance of the book or article (for a minimum of 4 substantive paragraphs). For books, 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 and not just what you read in the introduction and conclusion. **(satisfies course objectives 1 & 2)**

**Research Paper:**
You will write a 10-15 page research paper for this course on a subject of your choosing that is approved by me. The topic must examine a topic related to some aspect of Colonial America (roughly 1600 to 1763). A handout will be provided outlining my guidelines for the research paper. The final, polished draft of your research paper is due by 11:59pm on December 1. **(satisfies course outcome 3 & 4)**

**Research Paper Assignments**
Your research paper is a semester-long project that will be completed in stages. I have found that scaffolding your research (by completing it in sections) leads to a better overall product. Thus, there will be weeks where no books are assigned; instead, you will work on parts of your research paper. This will include 4 separate assignments: 1) writing a topic statement about your research; 2) compiling a bibliography; 3) providing me with an update on two sources you have read and the overall progress you are making with your research; 4) writing 4 pages of your research paper a week before it is due. A handout will be provided outlining my guidelines for the research paper. **(satisfies course outcome 4)**

**GRADING**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Papers</td>
<td>35%</td>
<td>(180 points: 9 response papers worth 20 points each)</td>
</tr>
<tr>
<td>Class Discussions</td>
<td>25%</td>
<td>(180 points: 9 discussions worth 20 points each)</td>
</tr>
<tr>
<td>Research Paper</td>
<td>25%</td>
<td>(100 points)</td>
</tr>
<tr>
<td>Research Paper Assignments</td>
<td>15%</td>
<td>(50 points: 4 assignments worth 5, 10, 10, and 25 points)</td>
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</table>

**The percentage for each grading category represents the total weight of each assignment category toward the overall course grade. For example, all of your response papers added together will count 25% toward your overall course grade.**

*Needless to say, there is no extra credit offered in 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 normally merits a “C” to “low B” grade. To receive an A or a high 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. This includes any issues related to COVID.

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 TLC 3205. This is extremely important, particularly since the class is interactive and we will be weekly discussions. Please be sure to show up on time, 3:30pm on Thursdays. If you miss an in-class discussion, you will receive no credit for that discussion (you must schedule a time to make it up). If you miss more than 4 in-class meetings (which is roughly 1/3 of the semester), 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 (including issues related to COVID), then you will need to contact UWG’s Health Services for documentation (no other documentation will be accepted). If you have proper documentation, alternative arrangements will be made for you regarding in-class attendance.

All assignments 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.

**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).

**COURSE SCHEDULE**

Classes that are online take place at home. All other classes will take place in TLC 3205.

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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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<tbody>
<tr>
<td>August 13</td>
<td>TLC 3205</td>
<td>Introduction</td>
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<tr>
<td>August 18</td>
<td>Online</td>
<td>Perspectives on Colonial America</td>
<td>Squaring the Circles: The Reach of Colonial America (article)</td>
<td>Read Squaring the Circles: The Reach of Colonial America and complete the response paper for this article no later than Wednesday, August 19, by 11:59pm.</td>
</tr>
<tr>
<td>September 1</td>
<td>Online</td>
<td>17th-Century Virginia</td>
<td>Pocahontas, Powhatan, Opechancanough (book)</td>
<td>Read Pocahontas, Powhatan, Opechancanough and complete the response paper for this book no later than</td>
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<tr>
<td>Date</td>
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<td>September 3</td>
<td>TLC 3205</td>
<td>17th-Century Virginia</td>
<td></td>
<td>Class discussion on <em>Pocahontas, Powhatan, Opechancanough.</em></td>
</tr>
<tr>
<td>September 8</td>
<td>Online</td>
<td>Research Paper Assignment</td>
<td></td>
<td>Research possible topics for your research paper. Feel free to set up a meeting with me if that will help you narrow your focus.</td>
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<tr>
<td>September 10</td>
<td>TLC 3205</td>
<td>Research Paper Assignment</td>
<td></td>
<td><em>Topic Statement for research paper due by 11:59pm today (September 10)</em></td>
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<tr>
<td>September 15</td>
<td>Online</td>
<td>17th-Century New England</td>
<td>Mayflower (book)</td>
<td>Read <em>Mayflower</em> and complete the response paper for this book no later than Wednesday, September 16, by 11:59pm.</td>
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<tr>
<td>September 17</td>
<td>TLC 3205</td>
<td>17th Century New England</td>
<td></td>
<td>Class discussion on both the <em>Mayflower.</em></td>
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<tr>
<td>September 22</td>
<td>Online</td>
<td>Social Unrest in Early America</td>
<td>Tales from a Revolution (book)</td>
<td>Read <em>Tales from a Revolution</em> and complete the response paper for this book no later than Wednesday, September 23, by 11:59pm.</td>
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<tr>
<td>September 24</td>
<td>TLC 3205</td>
<td>Social Unrest in Early America</td>
<td></td>
<td>Class discussion on <em>Tales from a Revolution.</em></td>
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<tr>
<td>September 29</td>
<td>Online</td>
<td>Research Paper Assignment</td>
<td></td>
<td>Work on bibliography for research Paper. Feel free to set up a meeting with me if you’d like to discuss sources for your bibliography.</td>
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<tr>
<td>October 1</td>
<td>Online</td>
<td>Research Paper Assignment</td>
<td></td>
<td><em>Bibliography for research paper due by 11:59pm today (October 1)</em></td>
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<tr>
<td>October 6</td>
<td>Online</td>
<td>The Salem Witch Trials</td>
<td>A Storm of Witchcraft</td>
<td>Read <em>A Storm of Witchcraft</em> and complete the response paper for this book no later than Wednesday, October 7, by 11:59pm.</td>
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<td>October 8</td>
<td>Online / virtual discussion in the Online Office Hours meeting room</td>
<td>The Salem Witch Trials</td>
<td></td>
<td>Discussion of <em>A Storm of Witchcraft.</em> <strong>NOTE:</strong> Our discussion will be a virtual discussion that will take place online in the Online Office</td>
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<td>Date</td>
<td>Class Meeting</td>
<td>Topic</td>
<td>Readings/Videos</td>
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<td>October 13</td>
<td>Online</td>
<td>Colonial Georgia</td>
<td><em>On the Rim of the Caribbean</em></td>
<td>Read <em>On the Rim of the Caribbean</em> and complete the response paper for this book no later than Wednesday, October 14, by 11:59pm.</td>
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<td>October 15</td>
<td>TLC 3205</td>
<td>Colonial Georgia</td>
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<td>Class discussion on <em>On the Rim of the Caribbean</em></td>
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<tr>
<td>October 20</td>
<td>Online</td>
<td>Slavery in Colonial America</td>
<td><em>The Slave Ship</em></td>
<td>Read <em>The Slave Ship</em> and complete the response paper for this book no later than Wednesday, October 21, by 11:59pm.</td>
</tr>
<tr>
<td>October 22</td>
<td>TLC 3205</td>
<td>Slavery in Colonial America</td>
<td></td>
<td>Class discussion on <em>The Slave Ship</em></td>
</tr>
<tr>
<td>October 27</td>
<td>Online</td>
<td>Research Paper Assignment</td>
<td></td>
<td>Read sources for your research paper in preparation for your research paper update due on October 29.</td>
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<tr>
<td>October 29</td>
<td>TLC 3205</td>
<td>Research Paper Assignment</td>
<td></td>
<td>Submit research paper update by 11:59pm today (October 29). Please see the research paper guidelines for specific expectations regarding this research paper update.</td>
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<td>November 5</td>
<td>TLC 3205</td>
<td>Women in Colonial America</td>
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<td>November 12</td>
<td>TLC 3205</td>
<td>The Enlightenment</td>
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<td>Class discussion on <em>American Enlightenments</em>.</td>
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<td>November 17</td>
<td>Online</td>
<td>Research Paper</td>
<td>Work on research paper</td>
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<tr>
<td>November 19</td>
<td>Online</td>
<td>Research Paper</td>
<td>Submit 4 pages of your research paper by 11:59pm today (November 19). Please consult the research paper guidelines for specific expectations regarding these 4 pages.</td>
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<tr>
<td>November 24</td>
<td>Online</td>
<td>Research Paper</td>
<td>Work on the final draft of your research paper.</td>
<td></td>
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<tr>
<td>November 26</td>
<td>NO CLASS: THANKSGIVING</td>
<td>Research Paper</td>
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<tr>
<td>December 1</td>
<td>Online</td>
<td>Research Paper</td>
<td>Research paper due no later than Tuesday, December 1, by 11:59pm.</td>
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