GOALS AND OBJECTIVES
Welcome to History 6687, War and Conflict in Early America. This course is designed to introduce graduate students to the theme of conflict in early America (covering the years 1607-1815). Conflict took many different shapes and form, including Europeans v. Native Americans; slavery; and social and religious conflict. One of the most significant forms of conflict in early America was warfare, and every generation of Americans encountered war during this era. We will examine the reasons for these wars, how they were fought, and their ultimate impact on America. This is a reading-intensive class and we will cover a wide range of monographs, journal articles, and primary sources related to our course theme. The class is a seminar course, which means there will be minimal lecturing. Instead, discussion will be the focus of the course and it is incumbent upon all students to be prepared to discuss assigned readings each and every week.

Please note that this class is a hybrid course, meaning that some of our classes will be held online (and thus no in-class meetings on those particular days). The course schedule will note all classes that take place online.

ASSIGNED READINGS
Mary Beth Norton, In the Devil’s Snare
Daniel Mandell, King Philip’s War
Mark Smith, Stono: Documenting and Interpreting a Southern Slave Revolt
Peter Charles Hoffer, Cry Liberty: The Great Stono River Slave Rebellion of 1739
Peter Silver, Our Savage Neighbors
Nathaniel Philbrick, Bunker Hill: A City, A Siege, A Revolution
John Ferling, Setting the World Ablaze
Ray Raphael, A People’s History of the American Revolution
Leonard Richards, Shays’s Rebellion
Walter Borneman, 1812: The War that Forged a Nation

**Additional articles and primary sources will be found in CourseDen
**LEARNING OUTCOMES**

1. **Identify key themes related to war and conflict in Early America:** By the end of the course, students will be able to discuss why war/conflict took place, how it progressed, and its impact on those living in America from 1607-1815.

2. **Show basic familiarity with historical literature:** Students will analyze historical sources from the era, including both primary and secondary sources. They will demonstrate an ability to critically read various primary and secondary source materials and explain their significance.

3. **Demonstrate ability to undertake historical research:** Students will write a 15-20 page paper based on primary sources.

**COURSE ASSESSMENT**

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

**In-class Discussions:** The bulk of this course will be the in-class discussions on assigned books. We will be reading all of the books from the above assigned reading list in addition to readings that have been placed on our library’s reserved readings website. Your discussion grade is based on how frequently you contribute AND how insightful your comments are. The more you contribute insightful comments, the better your grade. If you miss a class, you will receive no participation credit for that particular day. The only way to make up partial credit for missing a discussion is to meet with me during office hours to discuss the reading. This must be done within a week of scheduled assigned reading. You will only be allowed one opportunity to make up a discussion. Finally, you will give a 10-minute (maximum) presentation on your research paper. Further instructions will be provided. [Learning Outcomes 1&2]

**Online Discussions:** This class is a hybrid course, meaning that several of our weekly sessions will be held online (and thus no in-class meetings on those particular weeks). Your online participation will include postings regarding specific reading assignments AND responses to postings by other students when assigned. Your postings and responses must be uploaded by 5:30pm Thursday on those weeks. [Learning Outcomes 1&2]

**Book Reviews:** You are responsible for submitting a total of 2 book reviews during the course of the semester. EVERYONE will write a review paper on John Ferling’s book *Setting the World Ablaze*. However, you can choose the other book to review (EXCEPT *King Philip’s War* and *Cry Liberty*, which are already used in online assignments). Each book review must be uploaded to the Dropbox section of CourseDen prior to the beginning of class on the day we discuss that particular book (ex: Ferling’s book review must be uploaded to the Dropbox prior to 5:30pm on March 1). No late papers will be accepted. Additional details will be provided regarding the content of book reviews. [Learning Outcome 2]

**Weekly response papers:** You will write a weekly short response paper for the remaining books we discuss in class. Additional details will be provided regarding the content of the weekly papers. [Learning Outcomes 1&2]

**Research paper:** You will write 15-20 page research paper for this course on a subject of your choosing that is approved by me. The topic must examine some sort of war/conflict in early America (1607-1815). Handouts will be provided outlining my guidelines for the research paper. This paper will be due on April 5. [Learning Outcome 3]

**ATTENDANCE**

Students are responsible for attending all scheduled classes. This is extremely important, particularly since we will be having discussions and you will be participating in each of them. Plus, discussion with your peers is an integral part of the educational process. 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). **Four percentage points will be deducted from your overall final grade for each absence.** For example, if your final grading percentage was 91%, and you were absent for a total of 3 classes, your final grade would be adjusted to an...
83%. There are no exceptions to this rule. I will give you 1 “free spin” (meaning 1 absence won’t count against you) before I start deducting points (meaning I will start deducting beginning the 2nd absence). I hope that you will use this free absence only in the event of some emergency – I’d prefer that you be here for all of the classes. Please note that if you do miss a discussion, you will lose points for not participating.

**GRADING**

<table>
<thead>
<tr>
<th>In-Class Discussions:</th>
<th>30%</th>
<th>Online Discussions:</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review papers:</td>
<td>10%</td>
<td>Weekly Response papers:</td>
<td>15%</td>
</tr>
<tr>
<td>Research paper:</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>A</td>
</tr>
<tr>
<td>3.0</td>
<td>B</td>
</tr>
<tr>
<td>2.0</td>
<td>C</td>
</tr>
<tr>
<td>1.0</td>
<td>D</td>
</tr>
<tr>
<td>0.0</td>
<td>F</td>
</tr>
</tbody>
</table>

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

Assessment Criteria for grades:

**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

**Grade Turnaround:**
Shorter assignments and assessments will normally be graded within a week after the deadline. Longer assignments like the research paper may take 2 weeks to grade. I will keep you updated on the progress of my grading.

**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/***

**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 Conduct**
Students are obligated to abide by the guidelines detailed in the university catalog. Respect and courtesy are required of all graduate students while in the classroom. The following is also mandatory:

1. No arriving late or leaving early (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, you will be asked to leave.

If you have any questions regarding the above policies, 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. Any disruptive behavior or failure to adhere to these guidelines could result in points deducted in your overall course grade, dismissal from class, and other disciplinary action.
### Important Note
I reserve the right to modify this syllabus at any time during the semester, particularly regarding the course schedule. If such a modification is substantial, I will reissue a revised syllabus.

### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>12</td>
<td>Introduction</td>
</tr>
</tbody>
</table>
|       | 19 | Book: *In the Devil's Snare* (Norton)  
(topic statement for research paper due) |
|       | 26 | Online Discussion (no class meeting)  
Book: *King Philip's War* (Mandell) |
| February | 2 | Book: *Stono: Documenting and Interpreting a Southern Slave Revolt* (Smith) |
|       | 9 | Online Discussion (no class meeting)  
Book: *Cry Liberty: The Great Stono River Slave Rebellion of 1739* (Hoffer)  
(bibliography for research paper due) |
|       | 16 | Book: *Our Savage Neighbors* (Silver) |
| March | 1 | Books: *Setting the World Ablaze* (Ferling)  
(everyone must write a book review for Ferling's book; attendance is expected for this class) |
|       | 8 | Online Assignment (no class meeting)  
Document: *Rules and Articles, for the Better Government of the Troops* (1775) |
|       | 15 | Book: *A People's History of the American Revolution* (Raphael) |
|       | 22 | NO CLASS: Spring Break |
|       | 29 | Book: *Shays's Rebellion* (Richards) |
| April | 5 | RESEARCH PAPERS due |
|       | 12 | Research Paper Presentations to class |
|       | 19 | Online Assignment  
Article: *Money Bags or Cannon Balls: The Origins of the Tripolitan War, 1795-1801* |
|       | 26 | Book: *1812: The War that Forged a Nation* (Borneman) |