HIST 6687: The Political World of Early America
Spring 2020
Section E02 - CRN 12834

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 regarding the class. I provide my external UWG email address for matters outside of the class. I cannot accept assignments or discuss grades via external email, so please use it for conversations beyond the class.

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: 1:00-5:00pm
*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 HIST 6687, The Political World of Early America. We will examine the key political developments that took place in America during the 17th, 18th, and early 19th centuries (1607-1815) by looking at how historians have interpreted this period. To be clear, this is not a traditional narrative history course that emphasizes factual content (like a history textbook); instead, we will look at how politics evolved over time by reading books from scholars in the field. Since this is a graduate seminar course, historiography is central (how historians have interpreted the political history of Early America). With that said, you will still learn quite a bit of content related to political developments during this time frame. You will also have an opportunity to investigate a topic related to political history by writing a research paper that uses both primary and secondary sources. There will be lots of reading and writing in this course, but by the time the class is over, I hope you will find that you have a much better sense of the political world of Early America.

This course is a 100% online class that uses CourseDen and your computer as the medium of delivery. There are no required face-to-face meetings. You will find that the course is arranged around weekly topics based on the assigned books and your research paper. Some of you are veterans of online learning, and others are beginners. For those who are new to CourseDen and online learning, I won’t lie, there will be a learning curve, but I’m here to help and after a couple of weeks you should get the hang of how the course works. While it may be a 100% online course, we can still
talk (I promise, I’m not a bot!). I will have weekly face-to-face and online office hours to answer any questions you might have, or simply talk about history. I look forward to working with you this semester!

**COURSE OBJECTIVES**
Specific learning outcomes for this course include:
1. Identify and explain key issues, themes, and developments related to the political history of Early America
2. Analyze primary and secondary sources
3. Conduct historical research

**ASSIGNED READINGS & MATERIALS**
Below are the required books for the course. The online textbook is optional (I include it for your convenience to freshen up on American history if you need it).

**Textbook**
*OpenStax U.S. History* (optional)
For those of you who aren’t familiar with the story of Early America, I am including a link in CourseDen to the free *OpenStax* online history textbook where you can read up on the narrative of American history to provide context for some of the books you will read. It is not mandatory you read the textbook; rather, I put it here for reference and to help those of you who may not have an extensive background in the history of Early America.

**Books**
*The King’s Three Faces* (Brendan McConville)
*In Public Houses* (David Conroy)
*As If an Enemy’s Country* (Richard Archer)
*Radicalism of the American Revolution* (Gordon Wood)
*Dark Bargain* (Lawrence Goldstone)
*Parades and Politics of the Street* (Simon Newman)
*American Politics in the Early Republic* (James Roger Sharp)
*Parlor Politics* (Catherine Allgor)
*America on the Brink* (Richard Buel Jr.)

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

**Introduction Assignment:** You will introduce yourself to the class by recording a video or audio file and uploading it to CourseDen. This will give you a chance to introduce yourself to the class and give you experience uploading media files (video or audio) to CourseDen. Additional instructions will be provided for this assignment, so be sure to review them and let me know if you have any questions. *(satisfies our objective to get to know one another!)*

**Response Papers:** You will write a response paper for all assigned books. For each book, you will write a 2-3 page response paper *(2 pages minimum, with a maximum of 3 pages)* that discusses three key themes and the overall contribution of the book (for a minimum of 4 substantive paragraphs). 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)*

**Video/Audio Book Discussions:** This is where the real fun of the class takes place. I think that for any class, whether it is face-to-face or 100% online, it is important for all of us to share what we learn with one another
through discussions. Since we can’t meet in person, the best way to achieve this is optimally through video, minimally through audio. Seeing and/or hearing your classmates is an effective way to get to know one another when taking an entirely online class, and it helps to convey your personality (beyond the written word).

There are two parts to each book discussion: a video/audio posting by you and a response by you to another classmate. For each book, I will post a video in the Content section of CourseDen that offers my reflections on the topic covered by the book. In each video, I will ask the class to reflect on a particular question (it will be a question that is unique to each book). After reading the book and watching my video, you will then record a 2-minute (minimum) video that answers the question I asked in my video. You will then upload your video posting in one of two ways: 1) uploading it to YouTube and providing a link for the class to view, or 2) uploading the video file directly to CourseDen. My preference would be for you to upload your video to YouTube since that minimize the files that your classmates would have to download to watch the video (video recordings are very large files). You automatically have a YouTube account with your UWG email, so that is one way to upload your videos to YouTube. If technology limitations prevent you from making a video, you have the option to make an audio recording. The tools for recording audio files are embedded within CourseDen, so all you need is a microphone to record your assignment (ex: you can use a built-in microphone in your computer, plug in an external microphone, use the microphone in your phone or other electronic device, etc.).

We will practice making a video and/or audio recording for the Introduction assignment. For those who are not familiar with recording videos, I will be happy to meet with you the first week of class and help you through the process. I have posted tutorial videos on how to create audio recordings in CourseDen and upload recorded videos to YouTube, so be sure to watch those if you need assistance with this aspect of the course (they can be found in the Content section of CourseDen).

In addition to your video/audio discussion posting, you will respond to one of the postings by your classmates. You can choose to respond via video, audio, or written format (the choice is yours). Your response should reflect on what was discussed in the classmate’s posting along with making meaningful connections to the book assigned for that week (as it relates to the posting you are responding to). For each discussion response, I would ask that you respond to a new classmate (in other words, don’t respond to the same person each week). By the end of the semester, you should have responded to 9 different classmates. (satisfies course objectives 1 & 2)

Research Paper: You will write a 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 political history in Early America (1607 to 1815). A handout will be provided outlining my guidelines for the research paper. (satisfies course objective 3)

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 objective 3)

GRADING*

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<thead>
<tr>
<th>Component</th>
<th>Weight (%)</th>
<th>Points</th>
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<tbody>
<tr>
<td>Response Papers</td>
<td>30%</td>
<td>(180 points: 9 response papers worth 20 points each)</td>
</tr>
<tr>
<td>Video/Audio Discussions</td>
<td>30%</td>
<td>(180 points: 9 discussions worth 20 points each)</td>
</tr>
<tr>
<td>Research Paper</td>
<td>25%</td>
<td>(100 points)</td>
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<tr>
<td>Research Paper Assignments</td>
<td>10%</td>
<td>(50 points: 4 assignments worth 5, 10, 10, and 25 points)</td>
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<tr>
<td>Introduction Assignment</td>
<td>5%</td>
<td>(20 points)</td>
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*The percentage for each grading category represents the total weight of each assignment category toward the overall course grade. For example, all of your video/audio discussions added together will count 30% toward your overall course grade.

**Grading Scale**

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<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
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<tr>
<td>80 - 89</td>
<td>B</td>
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<td>70 - 79</td>
<td>C</td>
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<tr>
<td>60 - 69</td>
<td>D</td>
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<tr>
<td>0 - 59</td>
<td>F</td>
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*Needless to say, there is no extra credit offered in this course*

**Grading Turnaround:**
Assignments will normally be graded within a week after the deadline. I will keep you updated on the progress of my grading.

**MISSED ASSIGNMENTS**
I expect all assignments to be turned in by the stated deadlines in the course calendar. In the online environment, there are times that you might encounter problems associated with power outages, networks being down, and computer issues; however, you should still be prepared to deliver your work by the stated deadlines (which you know in advance). If an emergency occurs, you must let me know within 24 hours of the deadline. Late submissions will normally not be accepted without a valid reason (that I determine) and if needed, with proper documentation to support your request. A pattern of late submissions will result in no credit for assignments that miss the deadline.

**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 the student handbook, so please be familiar with them. Here is a link to the student handbook: [Student Handbook](#)

**TIME COMMITMENT**
Taking a course online will require the same amount of time as taking a face-to-face class. It will be helpful to set aside weekly time for this course when you can work uninterrupted. I’m sure most of you know this, but waiting until the last moment to complete assignments can often lead to subpar work (even for brilliant graduate students!), so please plan accordingly and give yourself ample time to read the assigned material, reflect on it, write drafts of your work before submitting it, and closely proof any submissions.

**TECHNICAL REQUIREMENTS AND ASSISTANCE**
Having a correctly configured computer will help ensure your success in an online course. 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, along with contact information for technical support should you need it. 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. **If you use Apple software, you will need to convert all assignments to a PDF or Word document.** All discussions will require you to upload a video or audio file, so you will need to have access to a microphone (for audio recordings) and a camera (for video recordings). As mentioned above, I will put tutorials on how to record an audio file and upload videos to YouTube in the Content section of CourseDen.
COMMUNICATING ONLINE

In an online environment, communication patterns are different from what you are used to in a face-to-face classroom. You do not physically see your classmates, and instructors cannot see your facial expressions or body language to determine whether or not you understand the material (video and audio recordings can only go so far). 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. It is expected that you will demonstrate a positive attitude and courtesy toward others in the class and observe good discussion netiquette (see below).

Netiquette Guide
1. Focus on one subject per message/reply and use pertinent subject titles to indicate your topic.
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, use multiple paragraphs to focus on one topic per paragraph. In other words, avoid the “mega-paragraph” that goes on, and on, and on . . .
5. It is inappropriate to forward someone else's messages without his or her permission.
6. It is 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 emojis to let others know that you’re being humorous, but use them sparingly and not in every sentence/posting.

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.

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 and discuss it with you. Just so you know, revising the syllabus doesn’t mean giving you more work. Instead, it gives me flexibility to 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).
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<thead>
<tr>
<th>Week</th>
<th>Readings/Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>January 4-12</td>
<td>No readings</td>
<td>-complete the Introduction assignment (found in the Discussion section of CourseDen (due by 11:59pm on Sunday, January 12, but preferably earlier to give others in the class a time to look at all introductions and respond, which is hard to do when you post at 11:59pm on January 12).</td>
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<tr>
<td>January 13-19</td>
<td><em>The King's Three Faces</em> (Brendan McConville)</td>
<td>-response paper for book -discussion posting and response (both assignments due by 11:59pm on Sunday, January 19)</td>
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<td>January 20-26</td>
<td><em>In Public Houses</em> (David Conroy)</td>
<td>-response paper for book -discussion posting and response (both assignments due by 11:59pm on Sunday, January 26)</td>
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<td>January 27 – February 2</td>
<td>Research Paper</td>
<td>-one paragraph topic statement for your research paper due by 11:59pm on Sunday, February 2</td>
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<td>February 3-9</td>
<td><em>As If an Enemy's Country</em> (Richard Archer)</td>
<td>-response paper for book -discussion posting and response (both assignments due by 11:59pm on Sunday, February 9)</td>
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<td>February 10-16</td>
<td><em>Radicalism of the American Revolution</em> (Gordon Wood)</td>
<td>-response paper for book -discussion posting and response (both assignments due by 11:59pm on Sunday, February 16)</td>
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<td>February 17-23</td>
<td>Research Paper</td>
<td>-submit your preliminary bibliography for your research paper by 11:59pm on Sunday, February 23</td>
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<td>February 24 – March 1</td>
<td><em>Dark Bargain</em> (Lawrence Goldstone)</td>
<td>-response paper for book -discussion posting and response (both assignments due by 11:59pm on Sunday, March 1)</td>
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<td>March 2-8</td>
<td><em>American Politics in the Early Republic</em> (James Roger Sharp)</td>
<td>-response paper for book -discussion posting and response (both assignments due by 11:59pm on Sunday, March 8)</td>
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<td>March 9-15</td>
<td>Research Paper</td>
<td>-submit research paper update by 11:59pm on Sunday, March 15. Please see the research paper guidelines for specific expectations regarding this update.</td>
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<tr>
<td>March 16-22</td>
<td>SPRING BREAK! Nothing assigned this week.</td>
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<td>March 23-29</td>
<td><em>Parades and Politics of the Street</em> (Simon Newman)</td>
<td>-response paper for book -discussion posting and response (both assignments due by 11:59pm on Sunday, March 29)</td>
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<td>Week</td>
<td>Readings/Topic</td>
<td>Assignments</td>
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| March 30 – April 5   | *Parlor Politics* (Catherine Allgor) | - response paper for book  
- discussion posting and response  
(both assignments due by 11:59pm on Sunday, April 5) |
| April 6-12           | *America on the Brink* (Richard Buel Jr.) | - response paper for book  
- discussion posting and response  
(both assignments due by 11:59pm on Sunday, April 12) |
| April 13-19          | Research Paper                  | - submit 4 pages of your research paper by 11:59pm on Sunday, April 19. Please consult the research paper guidelines for specific expectations regarding these 4 pages. |
| April 27 (Monday)    | Research Paper                  | - your completed (and polished) research paper is due by 11:59pm on Monday, April 27. Upload your paper to the Assignments folder in CourseDen. |