

HI 203-01: American Experience I

INSTRUCTOR INFORMATION	COURSE INFORMATION
Dr. Kelly Watson kelly.watson@avila.edu Office Location: 406 Borserine Office Hours: Tues, 1-2 PM Wed, noon – 1PM	Fall 2017 – Section 01 Monday/Wednesday, 2:00 – 3:15 PM 402 Borserine Center

COURSE INFORMATION

Course Description

This course is a survey of American social, political, cultural, and economic developments from the first European settlements to 1865, with emphasis on the experiences of Native Americans, colonization, independence, nation building, reform, and slavery. Meets the lower-division requirement for American history in the history major. PRE-2015 CORE Level II. 2015 CORE: Social Justice & Civic Life, Acquire.

Required Course Materials

1. Norton, Mary Beth, et. al., eds. *A People and a Nation, Volume I to 1877*. 10th edition
a. ISBN: 9781285430850
2. Godbeer, Richard, ed. *The Salem Witch Hunt: A Brief History with Documents*.
a. ISBN: 978-0312484552
3. Perdue, Theda and Michael D. Green, eds. *Cherokee Removal: A Brief History with Documents*.
a. ISBN: 9780312415990
4. Other materials for the course will be available on Canvas

GENERAL INFORMATION

Academic Honesty

The policy of Avila University concerning cheating and plagiarism will be strictly followed in this class. Cheating and plagiarism are very serious offenses. They carry penalties varying from failing a course to suspension from the college. Any misrepresentation of others' work as one's own in any academic exercise is considered plagiarism and will be reported to the appropriate campus office. If you have any questions/concerns regarding what constitutes plagiarism, please ask me or consult the 2016-2017 Undergraduate Catalog

<http://catalog.avila.edu/content.php?catoid=4&navoid=137#academic-honesty>

E-mail Communication and Canvas

E-mail is a useful and convenient medium for us to communicate with one another; however, I have found that it can also be a source of confusion. With that in mind, please keep the following guidelines in mind:

- It is important to be professional in email communication with your instructor and fellow classmates. This means that you should include a proper greeting with my name and title (Dr. Watson, Professor Watson, etc.) as well as your full name and the course you are in. Be sure to write in complete sentences with proper grammar and spelling. I should not have to decode your message. Finally, **I reserve the right to ignore emails that are not addressed properly, unclear, confusing, or disrespectful.**
- I am always willing to respond to your questions over email, and I will try to respond within 24 hours. Although I strive to make myself available to students whenever possible, I am not accessible 24/7; keep this in mind when it comes time to take an exam or turn in a paper!
- I will not discuss grades with you over email nor will I provide answers to exam questions. If you would like to speak about your grade with me, please do so in person.
- **Lastly, if you email me with a question that is clearly answered on the syllabus, I reserve the right to ignore or message or simply respond that you should check the syllabus on your own.**

I will use Canvas to post assignment sheets, general announcements, etc., so please check it regularly. To access it, please go to <http://avila.instructure.com>

Classroom Expectations

You are all adults and I plan to treat you as such, but it never hurts to be reminded of proper decorum. Therefore, please abide by the following guidelines and remember to be professional and respectful at all times in this course.

- Arrive to class on time and stay for the duration (with the obvious exception of the occasional bathroom break or an emergency). If you must leave early, please let me know before class and exit the classroom quietly. Refrain from packing up your materials until the class is actually over.
- Do not eat during class (a drink is fine). Think of the classroom as your workplace. Would you eat breakfast in a meeting with your boss? I should hope not!
- Refrain from talking while others are speaking, reading non-course related material, listening to your ipod, etc.
- DO NOT TEXT or use your cell phone during class. Your phone should not be on the desk or in your lap. It should always be stowed away and silenced. I reserve the right to count any student as absent who is paying more attention to an electronic device than the class in session.
- I think that it should be obvious, but you also need to remove your headphones.
- The use of laptops, tablets, etc. is **STRONGLY** discouraged. However, if you feel that you need to use such a device, then you MUST sit in the back of the classroom to avoid potentially distracting your classmates. Furthermore, if it comes to my attention that you are habitually using your laptop, tablet, etc. for

anything other than taking notes, you may be asked not to bring it back and your participation grade will be severely impacted.

- There have been numerous studies over the past few years that have conclusively demonstrated that we are not nearly as good at multitasking as we think we are and that students who use electronic devices during class are almost always less successful than students who do not.

If you consistently violate these classroom conventions, you will be asked to leave and your grade will be affected.

Attendance Policy

Consistent attendance is mandatory for success in this course, but you do not earn a grade simply for showing up. Every student is graded on participation, and you cannot possibly earn participation points if you are not present. However, I understand that students occasionally need to miss class for a variety of reasons. Students are therefore afforded two absences (or one week of the course) before their grade is negatively affected. Excused absences may be issued at my discretion only and only in cases of genuine emergency. In other words, if you have a cold and don't feel well enough to come to class, your absence will not be "excused." This doesn't mean that you should come to class with the flu that is what your "free absences" are for. Proper documentation will be required for any excused absences.

Please remember that attendance requires both a physical and mental presence. With this in mind, things like sleeping in class, texting, wearing headphones, using your phone or laptop, reading outside materials, talking, etc. will negate your physical presence in that day's class and will be counted against you in your participation grade.

****N.B.:** If you participate in any Avila activities (i.e. a sports team, theater, etc.) that may interfere with your attendance in this class, you **MUST** provide me a physical list of games, highlighting those that will affect your attendance in this class. Failure to provide this will result in unexcused absences. ******

Class Cancellation Policy

If it is necessary for me to cancel class for some unexpected reason (illness, family emergency, inclement weather, etc.) I will inform you as soon as possible via e-mail. Please get in the habit of checking your e-mail before class. If there is a last minute emergency, at the very least someone will leave a note for you on the board advising you that class has been cancelled. If for some reason none of those fail-safes work, feel free to invoke the 15-minute rule.

Disability Services

If you have a disability and require accommodations, please contact the office of Disability Services early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Disability Services office before any accommodations are arranged. The office is located in the Hodes Center, call 816-501-3666 for more information or visit the website at <http://www.avila.edu/student-services/disability-services-1>

Late Work and Make-up Policy

I will NOT accept late work unless you have obtained prior approval from me or provide proof of the emergency (i.e. doctor's note, obituary, etc.) in a timely fashion. If you are having difficulty, please talk to me BEFORE the assignment is due. If you miss class on a day in which we have an in-class assignment, a quiz, or a test, and cannot provide documentation of an emergency I will NOT allow you to make up the work. However, if you speak to me ahead of time, we may be able to work something out.

Progress

It is your responsibility to keep track of your grades throughout the semester. I will not issue tentative grades or grade projections. I will not assign the participation grades (or tally attendance) until midterm and after the final exam and I will not issue preliminary grades. Assignment grades will be posted on Canvas for your convenience, but only after they have been returned to you. I am happy to meet with you in person to discuss your progress and contributions to the course.

ASSESSMENT

Participation

Your participation in class discussion is a significant part of your grade and is **not optional**. I will take attendance every class period and your presence is vital to your success and the overall success of the course. You must earn your participation grade; you do not get a C for showing up to class. Rather, your grade will be assessed based on the quality and quantity of your participation in discussions as well as your overall attentiveness (remember that you cannot earn participation points if you are not there). Your participation grade will be given in two parts, once at mid-term and once at the end of the course. If you have a particular concern about participating (such as a diagnosed anxiety disorder) please come to talk me ASAP and we can discuss strategies and options. If you wait until the end of the semester, I will not be able to assist you.

General Rubric for Grading Participation: This rubric is provided for you as a guide to gauge your participation throughout the semester. Please remember that not all items listed are applicable to all students and it is not always necessary to exhibit each characteristic in order to earn the associated grade.

- A: Attends class regularly and is well prepared. Takes good notes and/or remains consistently engaged in classroom activities. Asks meaningful questions regularly. Provides comments and new information in a consistent and equitable manner. Interacts with a variety of participants. Reveals a solid understanding of the topic and readings as evidenced by thoughtful responses and questions.
- B: Attends class regularly and is prepared. Takes good notes and/or remains consistently engaged in classroom activities. Asks meaningful questions

regularly. Provides comments and some new information consistently. Interacts with a variety of participants. Reveals an adequate understanding of the topic and readings as evidenced by comments that rarely contain only superficial knowledge.

C: Attends class regularly and is usually prepared. Takes notes and/or is mostly engaged in classroom activities. Asks meaningful questions on occasion. Sporadically provides comments and new information. Interacts with other participants. Reveals a shallow understanding of the topic and readings as evidenced by loosely related comments.

D/F: Attendance is spotty and/or is rarely prepared. Does not demonstrate active engagement with the class. Rarely asks meaningful questions. Provides minimal comments and information to other participants. Reveals a lack of understanding of the topic and readings as evidenced by irrelevant or absent comments.

Other Assignments

Throughout the course, there will be other assignments at my discretion including in-class exercises, response papers, etc. These assignments will be tabulated as part of your participation grade.

Examinations

You will have three in-class exams this semester. Each exam will cover the new material since the last exam (in other words, they are not cumulative exams). However, the third and final exam will include one additional essay question that will ask you to draw from material from the entire course.

Primary Source Assignments

You will complete two in-class assignments during the semester based up on the primary source readings in *Salem Witch Hunt: A Brief History with Documents* and *The Cherokee Removal: A Brief History with Documents*. As these will be in-class assignments it is absolutely necessary that you bring the required materials in hard copy to class. Digital versions will not be allowed. You cannot share with another classmate; you must have your own copy. Failure to come to class prepared on these days will result in a zero on the assignment.

Assessment Breakdown

A	1000 – 900	(100% - 90%)	D	699 – 600	(69.9% - 60%)
B	899 – 800	(89.9% - 80%)	F	599 – 0	(59.4% - 0%)
C	799 – 700	(79.9% - 70%)			

POINTS POSSIBLE

Participation & Other Assignments	
First half of course	50 points
Second half of course	50 points
Syllabus and Diagnostic Quiz (online)	25 points
Primary Source Assignment 1	125 points

Primary Source Assignment 2	125 points
Exam 1	200 points
Exam 2	200 points
Exam 3	225 points

	1000 points

* n.b. I will post grades on Canvas, but only after the assignment has been reviewed and returned to students. It is important that you understand why you earned a particular grade rather than simply looking at a number.

INTENDED LEARNING OUTCOMES (ILOs)

History Program Outcome

- Knowledge: Identify and characterize the major questions of American and World history in terms of continuity and change using relevant political, economic, social, religious, and cultural institutions, traditions, and beliefs.
 - Typical Means of Assessment: Exams, participation in class discussions & activities, written assignments

Pre-2015 CORE

Personal, Spiritual, and Social Outcomes

- Demonstrate self-motivation, intellectual curiosity, and openness to differing perspectives.
 - Typical Means of Assessment: Exams, participation in class discussions & activities, written assignments
- Demonstrate sensitivity to socio-cultural diversity
 - Typical Means of Assessment: Exams, participation in class discussions & activities, written assignments
- Participate in group interaction to achieve an identified goal
 - Typical Means of Assessment: Participation in class discussions & activities

Communication Outcomes

- Read a document and demonstrate an understanding of its written and quantitative content.
 - Typical Means of Assessment: Exams, participation in class discussions & activities, written assignments
- Make a clear, well-organized verbal presentation
 - Typical Means of Assessment: Participation in class discussions & activities
- Employ active listening techniques, including summarizing, paraphrasing, questioning, and nonverbal response.

- Typical Means of Assessment: Participation in class discussions & activities

Higher Level Thinking Outcomes

- Employ skeptical, evaluative and logical approaches in processing information and drawing conclusions.
 - Typical Means of Assessment: Exams, participation in class discussions & activities, written assignments
- Generate new images, concepts, possibilities and/or interpretations, and connect apparently disparate ideas.
 - Typical Means of Assessment: Exams, participation in class discussions & activities, written assignments

Knowledge Outcomes

- Knowledge of philosophers, theologians, writers, artists, and other great thinkers and their influence upon the development of western civilization.
 - Typical Means of Assessment: Exams, participation in class discussions & activities, written assignments
- Knowledge of cultural diversity in the United States and throughout the world
 - Typical Means of Assessment: Exams, participation in class discussions & activities, written assignments
- Knowledge of United States history.
 - Typical Means of Assessment: Exams, participation in class discussions & activities, written assignments
- Knowledge of the function, structure, and interrelationships of the political, social, and economic systems of the United States.
 - Typical Means of Assessment: Exams, participation in class discussions & activities, written assignments

2015+ CORE

Social Justice and Civic Life – Acquire Level

- S1: Acquire knowledge of different socio-cultural, political, economic, legal, spiritual/religious, and or environmental systems including historical and contemporary issues of oppression and social justice.
 - Typical Means of Assessment: Exams, participation in class discussions & activities, written assignments

SCHEDULE

Assignments and schedule are subject to change with reasonable notice

Readings/Assignments must be completed by the date listed

DATE	TOPIC	READING	ASSIGNMENT
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WEEK 1

Wed. 8/23	INTRODUCTION TO COURSE		
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WEEK 2

Mon. 8/28	The Western World before 1492	<i>A People and a Nation</i> , chapter 1	
Wed. 8/31	Spain & France in North America	<i>A People and a Nation</i> , chapter 2	

WEEK 3

Mon. 9/4	LABOR DAY – NO CLASS		Canvas Quiz due Sun. 9/3 by 11:59 pm
Wed. 9/6	England in North America	<i>A People and a Nation</i> , chapter 3	

WEEK 4

Mon. 9/11	NO CLASS MEETING		
Wed. 9/13	Salem Witch Trials	<i>Salem Witch Hunt</i> , pgs. 1-33 (Part 1)	In-class discussion (Bring your book with you!)

WEEK 5

Mon. 9/18	Salem Witch Trials	<i>Salem Witch Hunt</i> , pgs. 37-49 (Part 2, Section 1)	In-class discussion (Bring your book with you!)
Wed. 9/20	Salem Witch Trials	<i>Salem Witch Hunt</i> , pgs. 66-91 (Part 2, Section 3: Sarah Good & Tituba)	In-class discussion (Bring your book with you!)

WEEK 6

Mon. 9/25	Salem Witch Trials	<i>Salem Witch Hunt</i> , pgs. 101-115 & 128-142 (Part 2, Section 3: Bridget Bishop & George Burroughs)	In-class discussion (Bring your book with you!)
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Wed. 9/27	Salem Witch Trials	<i>Salem Witch Hunt</i> , pgs. 143-144; 154-157; 165-166; 167-168; & 176-180	In-class Primary Source Assignment #1 (DO NOT FORGET YOUR BOOK)
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WEEK 7

Mon. 10/2	Colonial American Society	<i>A People and a Nation</i> , chapter 4	
Wed. 10/4	EXAM 1		

WEEK 8

Mon. 10/9	Indians in the Colonial World	<i>A People and a Nation</i> , chapter 5	
Wed. 10/11	NO CLASS – FALL BREAK, OCT. 11 – 13		

WEEK 9

Mon. 10/16	The American Revolution	<i>A People and a Nation</i> , chapter 6	
Wed. 10/18	Revolutionary Era America	<i>A People and a Nation</i> , chapter 7	

WEEK 10

Mon. 10/23	The Early Republic	<i>A People and a Nation</i> , chapter 8	
Wed. 10/25	Early American Society	<i>A People and a Nation</i> , chapter 9	

WEEK 11

Mon. 10/30	Early American Society	<i>A People and a Nation</i> , chapter 10	
Wed. 11/1	EXAM 2		

WEEK 12

Mon. 11/6	Expansion and Conflict	<i>A People and a Nation</i> , chapter 11	
Wed. 11/3	Cherokee Removal	<i>The Cherokee Removal</i> , pgs. 1-24	In-class discussion (Bring your book with you!)

WEEK 13

Mon. 11/13	Cherokee Removal	<i>The Cherokee Removal</i> , pgs. 25-59	In-class discussion (Bring your book with you!)
Wed. 11/15	Cherokee Removal	<i>The Cherokee Removal</i> , 101-128	In-class discussion (Bring your book with you!)

WEEK 14

Mon. 11/20	Cherokee Removal	<i>The Cherokee Removal</i> , 129-166	In-class discussion (Bring your book with you!)
Wed. 11/22	NO CLASS – THANKSGIVING BREAK NOV 22-24		

WEEK 15

Mon. 11/27	Cherokee Removal	<i>The Cherokee Removal</i> , 167-186	In-class Primary Source Assignment #2 (DO NOT FORGET YOUR BOOK)
Wed. 11/29	Politics, Slavery, and Dissent	<i>A People and a Nation</i> , chapter 12	

WEEK 16

Mon. 12/4	The Civil War	<i>A People and a Nation</i> , chapter 13	
Wed. 12/6	REFLECT & REVIEW		

FINAL EXAM WEEK

EXAM 3			
Monday December 11, 2:00-3:50 PM			