

HI 321: Revolutionary America to 1815

INSTRUCTOR INFORMATION	COURSE INFORMATION
Dr. Kelly Watson kelly.watson@avila.edu Office Location: 406 Borserine Office Hours: Tues. 1:00 – 3:00 PM Wed. 11:00 AM – 12:00 PM Office Phone: 816-501-3645	Fall 2012 Tuesday/Thursday 11:00 AM – 12:15 PM 424 Borserine Center

COURSE INFORMATION

Course Description

From the emergence of English colonial communities to riots, rebellions, and the War for Independence, the course examines the causes and consequences of Revolution and the perils of nation-building.

Course Materials

1. *The War that Made America: A Short History of the French and Indian War* by Fred Anderson
 - a. ISBN: 978-0143038047
2. *The American Revolution: A History* by Gordon Wood
 - a. ISBN: 978-0812970418
3. *Pox Americana: The Great Smallpox Epidemic of 1775-82* by Elizabeth Fenn
 - a. ISBN: 978-0809078219
4. *Thomas Jefferson and Sally Hemings: An American Controversy* by Annette Gordon-Reed
 - a. ISBN: 978-0813918334
5. Other readings will be available on Angel.

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. If you have any questions/concerns during the course of the semester regarding what constitutes plagiarism, please ask me.

E-mail Communication and Angel

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. Please do not email me through Angel, but rather send messages to my regular Avila email: Kelly.Watson@avila.edu. I am always willing

to respond to your questions over email, and I will try to respond within 24 hours. Keep in mind, however, that if you email me the night before an exam with a question it is very likely that I will not get back to you before the examination. I strive to make myself available to students whenever possible, but 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. Also, please be aware that it is important to be professional and formal in email communication with your instructor and fellow classmates. Finally, I will use Angel to post assignment sheets, general announcements, and for discussion, so please check it regularly.

*All work must be submitted in hard copy. I DO NOT accept work submitted over email. *

Classroom Expectations

Please be respectful at all times during our class. This includes arriving on time and finishing any food prior to the start of class; eating during class will not be tolerated, but drinks are fine. Refrain from reading non-course related material, listening to your ipod, and most of all DO NOT TEXT or use your cell phone during class. If you consistently violate these classroom conventions, you will be asked to leave and your grade will be affected. I do not allow laptops to be used in the classroom unless you have discussed it with me ahead of time. I maintain a zero tolerance policy for non-class related computer usage.

Attendance Policy

Consistent attendance is mandatory for success in this course. 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. Each student is therefore afforded two absences (or one week of the course) before his/her grade is negatively affected. Excused absences will only be issued if proper documentation is provided.

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 check 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.

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.

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 before any

accommodations are arranged. Disability Services is located in the Learning Center on the lower floor of Blasco Hall and can be reached at 816-501-3666 (telephone and TTY).

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 not be assigned until 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. Asks meaningful questions regularly. Provides comments and new information in a regular and equitable manner. Interacts with a variety of participants. Reveals a solid understanding of the topic as evidenced by thoughtful responses and questions.
- B: Attends class regularly. Asks meaningful questions regularly. Provides comments and some new information consistently. Interacts with a variety of participants. Reveals an adequate understanding of the topic as evidenced by comments that rarely contain only superficial knowledge.
- C: Attends class regularly. Asks meaningful questions on occasion. Sporadically provides comments and new information. Interacts with other participants. Reveals a shallow understanding of the topic as evidenced by loosely related comments.
- D/F: Attendance is spotty. Rarely asks meaningful questions. Provides minimal comments and information to other participants. Reveals a lack of understanding of the topic as evidenced by irrelevant or absent comments.

Other Assignments

Throughout the course, we will do a number of in-class activities. These will constitute a major part of your participation grade.

Discussion Facilitation

You and another classmate will be required to facilitate our class discussion twice in the semester. You will prepare thought-provoking questions and/or activities that will help the class to better understand the concepts in the readings. More information will be provided.

Papers

Throughout this course you will be required to write 5 papers of varying lengths. More information about each paper will be provided at least two weeks ahead of the assigned due date.

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%)			

	<u>POSSIBLE</u>	<u>RECEIVED</u>
Participation (including in-class assignments)	150 points	_____
Discussion Facilitation 1	50 points	_____
Discussion Facilitation 2	50 points	_____
Paper 1	125 points	_____
Paper 2	150 points	_____
Paper 3	150 points	_____
Paper 4	150 points	_____
Paper 5	175 points	_____

	1000 points	

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 and attendance grades until after the last class and I will not issue preliminary grades. However, I am always willing to meet and discuss your progress with you in person.

INTENDED LEARNING OUTCOMES (ILOs)***Personal, Spiritual, and Social Outcomes***

1. Demonstrate self-motivation, intellectual curiosity, and openness to differing perspectives.
 - a. Typical Means of Assessment: Participation in class discussions, Presentations, Papers and other written assignments
2. Demonstrate sensitivity to socio-cultural diversity
 - a. Typical Means of Assessment: Participation in class discussions, Presentations, Papers and other written assignments
3. Participate in group interaction to achieve an identified goal
 - a. Typical Means of Assessment: Participation in class discussions, Presentations

Communication Outcomes

1. Read a document and demonstrate an understanding of its written and quantitative content.
 - a. Typical Means of Assessment: Exams, Participation in class discussions, Presentations, Papers and other written assignments
2. Write a clear, well-organized paper, using documentation and quantitative tools, when appropriate
 - a. Typical Means of Assessment: Papers and other written assignments
3. Make a clear, well-organized verbal presentation
 - a. Typical Means of Assessment: Participation in class discussions, Presentations
4. Employ active listening techniques, including summarizing, paraphrasing, questioning, and nonverbal response.
 - a. Typical Means of Assessment: Participation in class discussions, Presentations

Higher Level Thinking Outcomes

1. Employ skeptical, evaluative and logical approaches in processing information and drawing conclusions.
 - a. Typical Means of Assessment: Participation in class discussions, Presentations, Papers and other written assignments
2. Generate new images, concepts, possibilities and/or interpretations, and connect apparently disparate ideas.
 - a. Typical Means of Assessment: Participation in class discussions, Presentations, Papers and other written assignments

Knowledge Outcomes

1. Knowledge of philosophers, theologians, writers, artists, and other great thinkers and their influence upon the development of western civilization.
 - a. Typical Means of Assessment: Participation in class discussions, Presentations, Papers and other written assignments
2. Knowledge of cultural diversity in the United States and throughout the world
 - a. Typical Means of Assessment: Participation in class discussions, Presentations, Papers and other written assignments
3. Knowledge of United States history.
 - a. Typical Means of Assessment: Participation in class discussions, Presentations, Papers and other written assignments
4. Knowledge of the function, structure, and interrelationships of the political, social, and economic systems of the United States.
 - a. Typical Means of Assessment: Participation in class discussions, Presentations, Papers and other written assignments

History Program Outcomes

1. Knowledge: Identify and characterize the major periods in the United States and World History in terms of continuity and change using relevant political, economic, social, religious, and cultural institutions, traditions, and beliefs

- a. Typical Means of Assessment: Presentations, Papers and other written assignments
2. Theory: demonstrate an understanding of the effects of race, gender, class, ethnicity, or religion on the experiences of ordinary and extraordinary people of the past using current historical theory and methodology
 - a. Typical Means of Assessment: Participation in class discussions, Presentations, Papers and other written assignments
3. Praxis: Using the “knowledge” and “theory” of the outcomes above, examine and analyze primary documents, pose a historical question (i.e. offer an interpretation or thesis) that the weight of the evidence seems to answer, then provide context for one’s historical question and evidence using the available secondary literature synthesized in a well-written work of historical scholarship
 - a. Typical Means of Assessment: Papers and other written assignments

SCHEDULE (schedule is subject to change)
(Readings/Assignments must be completed by the date listed)
[A] indicates that the reading is available on ANGEL

WEEK 1:

Thursday 8/23: Introduction to the Course

WEEK 2: Context

Tuesday 8/28: Politics and the Revolution readings [A]
Assignment: Locate an article or video in which a modern-day politician talks about the Revolution (including the Declaration of Independence, the Constitution etc.) and bring it to class

Thursday 8/30: NO CLASS – MASS OF THE HOLY SPIRIT

WEEK 3: The Seven Years War

Tuesday 9/4 Anderson, *The War that Made America* – Preface and Part 1

Thursday 9/6: Anderson, *The War that Made America* – Chapters 5-7

WEEK 4: The Seven Years War

Tuesday 9/11: Anderson, *The War that Made America* – Chapters 8-11

Thursday 9/13: Anderson, *The War that Made America* – Chapters 12-16
 PAPER 1 DUE

WEEK 5: The Seven Years War

Tuesday 9/18: Anderson, *The War that Made America* – Chapters 17-23

Thursday 9/20: Anderson, *The War that Made America* – Chapters 23-end

WEEK 6: The Revolution

Tuesday 9/25: Wood, *The American Revolution* – Preface and Parts I and II

Thursday 9/27: Wood, *The American Revolution* – Part III
 Independence readings [A]

WEEK 7: The Revolution

Tuesday 10/2: Wood, *The American Revolution* – Part IV
 Articles of Confederation readings [A]
 PAPER 2 DUE

Thursday 10/4: Wood, *The American Revolution* – Part V
 Power and Revolution readings [A]

WEEK 8: The Revolution

Tuesday 10/9: Wood, *The American Revolution* – Part VI
 Slavery and anti-slavery readings [A]

Thursday 10/11: Wood, *The American Revolution* – Part VII

WEEK 9: The Revolution

Tuesday 10/16: Constitution, Federalism, and Anti-federalism readings [A]
 Thursday 10/18: NO CLASS – FALL BREAK

WEEK 10: Life in the Revolutionary Era

Tuesday 10/23: Fenn, *Pox Americana* – Intro and Chapters 1-2
 Thursday 10/25: Fenn, *Pox Americana* – Chapters 3-4
 PAPER 3 DUE

WEEK 11: Life in the Revolutionary Era

Tuesday 10/30: Fenn, *Pox Americana* – Chapters 5-6
 Thursday 11/1: Fenn, *Pox Americana* – Chapter 7

WEEK 12: Life in the Revolutionary Era

Tuesday 11/6: Fenn, *Pox Americana* – Chapter 8 and Epilogue
 Thursday 11/8: Gordon-Reed, *Jefferson & Hemings*, Author's note, Preface,
 Introduction, and Appendices B-E

WEEK 13: The Early Republic

Tuesday 11/13: Gordon-Reed, *Jefferson & Hemings*, Chapter 1
 Thursday 11/15: Gordon-Reed, *Jefferson & Hemings*, Chapter 2
 PAPER 4 DUE

WEEK 14: The Early Republic

Tuesday 11/20: Gordon-Reed, *Jefferson & Hemings*, Chapter 3
 Thursday 11/22: NO CLASS – THANKSGIVING

WEEK 15: The Early Republic

Tuesday 11/27: Gordon-Reed, *Jefferson & Hemings*, Chapters 4-5
 Thursday 11/29: Gordon-Reed, *Jefferson & Hemings*, Chapter 6 and Conclusion

WEEK 16: Significance of the Revolutionary Era

Tuesday 12/4: Legacies of the Revolution readings [A]
 Thursday 12/6: Reflect and Review

PAPER 5 DUE: Wednesday Dec. 12, noon