

History 201

American History I

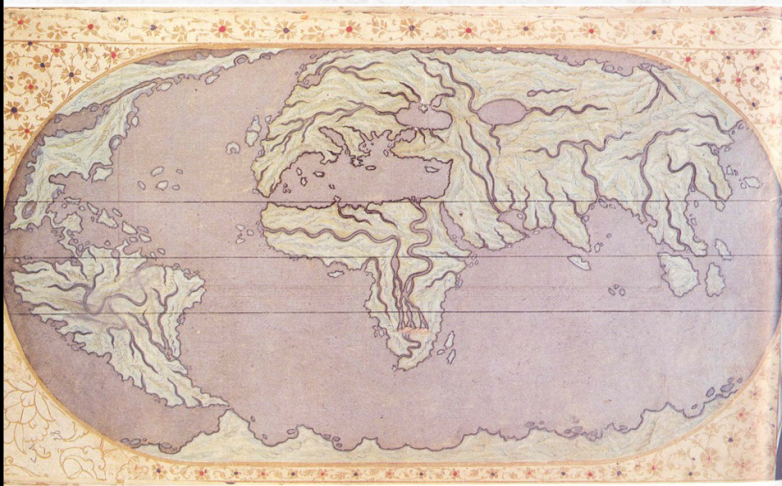
Winter 2020

Ferrum College

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Virtual Office Hours:

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Map by Emir Mehmed bin Emir Hasan el Suudi, 1583

Course Description

A survey of the development of the United States from its colonial inception through the Civil War. Three hours, three credits. This course is an introductory survey of both early American history and the skills historians use to examine the past. Relying heavily upon a transnational perspective, it looks at the role Native Americans and AfroEurasians played in the Americas and emerging world economy. It also investigates the historical construction of labor, race, ethnicity, gender, politics, and the environment through explorations of pre-contact, colonial, early national, and antebellum U.S. history. To what extent did groups of disparate settlers, migrants, native peoples, and enslaved men and women constitute an American "people" by the late eighteenth century? How are these identities and their relationship to the United States still contested in the 1860s?

Required Materials

Required for Purchase: Erica Armstrong Dunbar, *Never Caught* (ISBN: 9781501126390)

All other readings (articles, book chapters, and primary documents) are available through Brightspace on our History 202 website. I will also distribute assorted study guides and question sheets in class. If you are absent, you can locate these handouts on our course site.

Good news! We will not be using a textbook in this course. However, if you would like to consult a textbook or look up any information to clarify ideas from class, I recommend *The American Yawp*, a collaborative, web-based textbook that can be found here: <http://www.americanyawp.com/>

Grading

Grade Scale

A= 90%-100%

B= 80%-90%

C= 70%-80%

D= 60%-70%

F= 60% and below

Grade Breakdown

Attendance and Participation

Writing Portfolio

Midterm

Discussion Forums

Final

10%

25%

20%

25%

20%

Attendance and Participation
Attendance counts for in-person classes as well as logging on to the course Brightspace page at least three times per week. Participation (more on this below) includes your involvement with course materials and other classmates.

Midterm and Final
The midterm and final will consist of a take-home exam with short answer questions.

Writing Portfolio
Each week during the term you will be completing quizzes or worksheets that count towards your writing portfolio grade.



Discussion Forums
Online class discussions are meant to be full of conversation about readings, course themes, and relevant topics. Asking questions, offering ideas, and building off of comments from other students are all examples of good participation. To facilitate this, each student is expected to complete the assigned reading for that week and be ready to discuss the material. Each week I will post guiding content questions which you may use to help you write your posts. Each week you will create an original thread rooted in course materials and you will also respond to at least one other thread. You must bring in ideas from course materials and you must write a minimum of 200 words in each post. These posts will be graded on a 5 point scale. See the discussion posts rubric for more information.

Course Rules, Policies, and Resources (The Boring Stuff)

Assignment Guidelines

Written work for this course, unless I specify otherwise, must be typed, double-spaced, on regular-sized paper with one-inch margins and a 12-point font. All written work will be submitted via Brightspace. Please save your writing as either a .docx or .pdf file (**pages is not an acceptable format**). I expect you to proofread your work. All assignments will have detailed prompts posted to Brightspace well before the due dates. We will also discuss all assignments in class. I encourage questions! A 2.5% per day penalty applies to late work. Late assignments will not be accepted one week past the deadline.

Tech Responsibilities

Please be sure to check your Ferrum email and Brightspace account regularly for course schedules and updates, announcements, and prompts. For in-person classes, I do allow the use of laptops, tablets, and phones for note-taking and viewing online readings. However, use your screens responsibly in class. If it becomes apparent there are too many distractions with this practice I will take away screen time in class. For virtual learning, you are required to have access to a screen as well as a webcam and microphone. Logging on frequently to Brightspace is imperative.

Grade Appeals

If you have a question or concern about a grade on an assignment, I will be happy to discuss your work during office hours or during a scheduled appointment. However, if you think your grade should be higher, you must wait a minimum of 48 hours after receiving the grade before speaking to me. In the meantime, please consider my comments and prepare a one page justification detailing your disagreement. I will thoroughly review your paper/exam and consider your explanations. Requests must be made no later than two weeks after the return of the paper/exam. Please note your grade may go up or down depending on my review.

Academic Honesty

In all instances, policies identified in the Ferrum College Catalog and the Ferrum College Student and Faculty Handbooks regarding the Honor System shall be followed. Students are expected to display academic integrity at all times and in all circumstances. Academic dishonesty consists of any action through which you present work that is not yours as your own (e.g. plagiarism, cheating, or lying for academic advantage). Plagiarism and/or cheating (intentional or unintentional) will not be tolerated. Any assignment found to be plagiarized may be reported to the Honor Board and will automatically result in a grade of F for the assignment. After a warning, a second instance of plagiarism will result in an automatic F for the course. Ferrum's approach to plagiarism can be found in the Student Handbook, accessible at <http://www.ferrum.edu/student-affairs/student-handbook/>

The Handbook defines plagiarism as:

"Plagiarism is 'the presentation of someone else's ideas or words as your own.' Plagiarism can be deliberate or accidental. Deliberate plagiarism includes copying a passage word for word with the intention of omitting the source, or summarizing or paraphrasing another's ideas without indicating where they came from, or submitting someone else's work (for example, a paper) as one's own. Accidental plagiarism includes careless omission of quotation marks around a passage that was copied word for word, or the unintended omission of documentation when summarizing or paraphrasing another's idea. A student must avoid both kinds of plagiarism. The professor of the course will determine the remedy, the most significant of which may be an F in the course. Which kinds of information need acknowledgment? (1) the writer's own 'thoughts and experiences,' (2) 'common knowledge, the basic knowledge people share,' (such as 'major facts of history,' popular folk literature with untraceable authors), and 'common sense observation,' and (3) 'other people's independent material.' The third category is the one that requires acknowledgment."

To ensure you understand plagiarism we will discuss academic honesty and proper citation in class.

Accommodations and Civility in the Classroom

As directed by Ferrum College's policy, any student with a disability who qualifies for and chooses to seek academic accommodations (such as testing, captioning, or other services) must request accommodations through the Office of Academic Accessibility. The director can be reached by email at nbeach@ferrum.edu and information is available at www.ferrum.edu/accessibility.

Students pursuing academic accommodations must submit appropriate documentation to the director of OAA and follow Ferrum College's OAA established procedures in a timely manner.

If you believe you are not receiving the accommodations needed, your responsibility is to immediately contact the director by email, explain your concern to the degree you feel comfortable explaining it in writing, and request an appointment. Remember that accommodations cannot be granted retroactively; they must be requested in a timely manner before the accommodation is needed.

Civil behavior and mutual respect between faculty and students are critical in the college classroom environment if teaching, learning, critical thinking, and sharing of ideas are to occur. Respectful and civil behavior at a very basic level includes the following: turning off cell phones; arriving to class on time; engaging appropriately in classroom activities, lecture, or discussion through attentive listening without interruption or side chats; and demonstrating the ability to discuss topics without inappropriate language or attacking others (physically or verbally). Students who do not comply with the Civility in the Classroom policy described in the Faculty Handbook and the Student Handbook may be removed from the academic setting and may risk serious consequences as outlined in the Civility policy.

Pandemic Sensibilities

At this time, and in accordance with the Governor's mandate, the Panther Nation will don face coverings while in academic, social, and common areas on campus and maintain social distancing of 6 feet when possible - *Not Self, but Others*.

Coronavirus is a serious threat to our collective health. I expect each student to take the risk of contagion seriously. Failure to do so will result in expulsion from in-person meetings.

Course Pacing

A six week course is intense! Further, an online course is not the same as a fully face-to-face course. You will be doing more independent and self-paced work for this class. While this does provide flexibility it can be challenging to pace yourself appropriately. I encourage you to start with a strategy and think through your schedule. Printing out or saving the suggested course schedule is a good first step. I recommend not trying to complete large amounts of the course too quickly nor leaving assignments to the last minute.

Remote Participation and Collaboration

In my mind, engaged class discussions are the foundation of a successful course. This becomes complicated in an online format. However, meaningful participation is still very possible in this setting. We will be using a variety of tools to facilitate conversations and accomplish group work. You will become very comfortable with the Virtual Classroom, Discussion Forum, and Activity Feed for this class. Logging in to Brightspace, viewing both the content as well as your classmate's posts/videos, and contributing your own thoughts and ideas are all crucial. Much of your grade (debate, case analysis, discussion leadership, participation) depends on your active engagement with the course and your peers. I (and you too!) can see how often you log in and what items you have viewed in the class progress tool located in the My Settings widget on the homepage. I can see if you have opened a reading, and I can tell how long you have been online. The more involved you are the better prepared you will be to share your ideas with the class. I will grade your attendance and participation by how often you work with the course materials as well as how involved you are with face-to-face and virtual conversations. There are many complicated and controversial ideas in this class so there are many different ways you can approach discussion. Sometimes the best way to participate is to ask questions about something that confuses you or to think through a particularly tricky idea.

Further, it is helpful to remember good "netiquette" in our online/video discussions (sourced from Virginia Shea):

1. Remember the human
2. Adhere to the same standards online that you follow in real life
3. Know where you are in cyberspace
4. Respect other people's time and bandwidth
5. Make yourself look good online
6. Share expert knowledge
7. Help keep flame wars under control
8. Respect other people's privacy
9. Don't abuse your power
10. Be forgiving of other people's mistakes

A Special Appeal

There is quite a lot going in the world at the moment. We are in special times. It is hard. I have two small children, one of whom is going to Kindergarten remotely, so I know what it is like to have a lot on your plate. Please be patient with me and with each other. I trust we are all trying the best we can. If you have any difficulties, questions, special requests, or simply need to talk please do reach out to me as soon as you can. I am happy to meet virtually.

