

HISTORY OF ARKANSAS Hist 4355-991 and 5355-991

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This course will explore the history of Arkansas from the first human settlement to modern times. The overriding question of our study will be: What has made Arkansas what it is today?

Goals and Learning Outcome: By the end of the semester we will have an understanding of Arkansas, its history and place in America. Students will be able to demonstrate effective historical thinking skills by analyzing, synthesizing, and evaluating primary and secondary historical sources. Students will be able to demonstrate effective historical research skills by locating primary and secondary historical sources for a selected historical research project

This is an upper level on-line course. It is reading and participation intensive. It is your responsibility to keep up with the reading and assignments.

Please be aware that you must have a good internet connection to be able to take this course.

Required Books: Arkansas in Modern America: 1930-1990 by Ben F. Johnson, III. And Arkansas: A Narrative History 2nd Edition by Jeannie Whyne et al.

Office hours: This is an on-line course and as such I do not have an office on campus. However, please note the **Contact** section

Contact: All contact will be through our university email accounts. Please DO NOT use the Blackboard email tool. I will be offering a couple of live sessions during the course of semester using the Blackboard Collaborate tool. If you wish to discuss any aspects of the course we can of course email. Alternatively we can use Skype. I prefer to use the video capabilities. If and when you wish to do this email me your Skype name and I will send mine to you and add you as a contact. We can then agree on some times when we can meet.

Attendance and How the Class Works:

This is an on-line class therefore we do not have a classroom where a physical presence is required. When you first arrive at the blackboard classroom you will see a number of links on the left. Take the time to familiarize yourself with the content of each link. When you click on a link the relevant content will appear. You will use the Learning Units link the most. You will see a number of folders in the middle of the screen. Each folder represents material within which there are a number of sections that will open

As we move through the course material you will be expected to complete the following:

There are fifteen assignments: The first two are worth 5 points each, twelve are worth 10 points and one worth 20 points. Each assignment might be a short piece of writing, a journal entry, a

blog entry or a discussion question. Your active involvement in these assignments will go toward your participation points.

A mid-term exam worth 100 points.

A final exam worth 100 points

A major piece of writing worth 60 points

So from the above you can deduce that the points for your final grade work out as follows:

Grading Scale 360 to 400 Points = A
320 to 359 Points = B
280 to 319 Points = C
260 to 279 Points = D
0 to 259 Points = F

At the end of the semester I will look at things like your participation in the class. This means things like; have assignments been turned in on time? Have you actively participated in the discussion boards? This is a way of earning up to 50 extra credit points.

WRITING: We have a number of writing assignments throughout the course. I expect these assignments to be well constructed, spelled correctly and with the appropriate use of correct grammar. Note: Plagiarism: **DON'T DO IT**. Plagiarism is the use, theft, purchase, or obtaining by any means another's work or ideas, and the unacknowledged or insufficiently documented submission and/or incorporation of that work as one's own. It involves quoting or paraphrasing someone else's work without providing the source or properly assigning credit. This is not merely an offense of academic dishonesty which may result in failure of a course or dismissal from the university; it is also an illegal act subject to criminal prosecution.

Students with Disabilities:

It is the policy of the University of Arkansas at Little Rock to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. Students are also welcome to contact the Disability Resource Center,

