United States History to 1877

 Online Course

Dr. Jim Ross

**Contact information**

Phone: 501-569-8395

Email: Message on Blackboard

**Course Description:**

This course provides a broad overview of United States history from the 16th century to the Reconstruction era. There are two ways to study history. One way is to simply memorize facts without a coherent narrative. The typical assessment in this kind of class is to simply give a multiple-choice test and call that education. My guess is most of you learned to hate history in a high school class like that. The other, and the way we will use, is to explore history buy using a theme to tease out the meaning of the past. The way we assess knowledge in this type of class is to write. This is a reading and writing intensive class. Because this is an online class you need to stay focused and keep up with all assignments.

**Required Text**

James Horn, 1619: Jamestown and the Forging of American Democracy

**Recommended Texts:**

Understanding the American Promise*, Volume 1*

**I do not require this text, and we will have no assignments based on it, but if you feel you need background information you might want to buy it.**

**Requirements for the course**.

To pass this class you will need to do the following:

1. 5 Essays worth 100 points each -- You will find 5 primary source document assignment and you will be responsible for writing a 3-5 page essay on the topic assigned. These essays should be double spaced and in 12-point font.
2. At least one discussion post per theme worth 50 points each on a selected article. To get full credit you will need to write a substantial post of your own and respond to two of your classmates. These posts should say some thing more than you like or agree. While it is ok to disagree with one another it is not ok to attack one another.
3. Six book assignments where you will read the text and then write a response to the prompt. This assignment will help you marshal evidence from a secondary source. To get for credit you need to cite or allude to the text in your response. These are worth 50 points each

**Email:**

Please do not email me at my UALR account. Only email me on Blackboard. You will find the link to do that on the Home page and in the left-hand column. Also, do not email me any assignments. Post them in the area provided under each assignment.

I will be on Blackboard every day, but not all the time. I do not get alerts when you message me, so you may not get an immediate response. I will check Blackboard once in the morning and once in the evening. Please be patient. There is nothing in this class that should cause an emergency. Let’s try to be laid back.

**Due Dates:**

You will not find any due dates in this class. All your work must be to me by December 10th by 11.59pm. That will give me enough time to get grades in. Please note that I do this to give you the freedom to control your own schedule. Please note also that if you wait till the last minute to turn in work you will not do well in the class. Do a little work every day and you will do well. I will get your work graded fairly quickly, but please note I have a lot of writing assignments and these do take time to grade.

## **STUDENT LEARNING OBJECTIVES - CORE COURSES**

Students will demonstrate knowledge of historical events and actors, including the development of political, economic, and social structures, and the development of scientific, mathematical, and technological knowledge to 1600.

•Students will demonstrate understanding of the impact of historical events and actors on the human experience over time, including the present.

•Students will be able to demonstrate the causes and effects in the rise and fall of empires and the development of civilizations, including their effects on different ethnic, social, political, and economic groups within societies.

•Students will be able to discuss changes in science and technology to 1600, and understand how technological changes impact civilization.

• Students will be able to communicate historical knowledge in written and oral forms.

• Students will use critical thinking and analytical skills to examine primary and secondary source documents.

• Students will connect and compare primary and secondary source documents from multiple perspectives.

• Students will use evidence from written and visual sources to draw conclusions and support an argument.

• Students will learn to locate and distinguish between primary and secondary sources. Students will evaluate sources, including websites, to determine if they are appropriate, scholarly sources.

• Students will understand the principles of academic integrity, including how to cite sources.

• Students will investigate the role of diverse populations in shaping the history of civilization.

• Students will be able to discuss multiple perspectives on the past, and the ethical implications of the uses of history in the public sphere.

**UALR statement on plagiarism and academic dishonesty**

All of your work must reflect your own thoughts, words, opinions, and efforts. When you copy phrases, sentences, or paragraphs verbatim (word for word) from ***any*** source, you must indicate that you have done so by setting what you have copied off in quotation marks and inserting a footnote that clearly indicates the source of the information, including author, book title, publication details, year of publication, and page number. And when you use the thoughts, words or opinions of others in paraphrase (ie changing words around, or putting someone else’s words into your own words), you must insert a footnote that clearly indicates the source of the information, including author, book title, publication details, year of publication, and page number. If the source is a website, the footnote must include the ***complete*** web address and the date you accessed it.

***In general, it is NEVER acceptable to submit a history essay that does not have footnotes AND bibliography.*** History essays, by their very nature, are based in part on information that is not your own. You must give appropriate credit to the source of the information, and you must tell your reader where the information came from. You must be accountable for the information you use, and for giving appropriate credit when you borrow or copy someone else’s words or ideas.

Academic dishonesty of any kind will not be tolerated in this class, may be reported to the Office of the Dean of Students, and could result in a failing grade on the assignment, in the class, and/or harsher penalties. If you are unclear about what constitutes academic dishonesty, please ask me.

**UALR statement on students with disabilities**

**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, telephone 501-569-3143 (v/tty). For more information, visit the DRC website at <http://ualr.edu/disability/>.

**The UALR policy statement on web accessibility**

It is the policy and practice of UALR to make all web information accessible to students with disabilities. If you, as a student with a disability, have difficulty accessing any part of any online course materials for this class, please notify the instructor immediately.

**Weather Policy.**

UALR closes for inclement weather when the Little Rock public schools close. If UALR is open yet the roads in your community are dangerous, you should use your own judgment about attending class. However, it is your responsibility to inform your instructor that it is too dangerous for you to travel to Little Rock *before* class meets. It is also your responsibility to speak to the instructor about making up missed work.