

HIST 1311 - HISTORY OF UNITED STATES BEFORE 1865

Academic Partnerships Online - Generic

INSTRUCTOR INFORMATION: See your Blackboard course module for your section's instructor information.

COURSE DESCRIPTION: An introduction to the political, social, economic, and cultural history of the United States before 1865. This course is designed to help students understand and evaluate their society, comprehend the historical experience, and further develop reading and writing competencies and critical thinking skills.

CLASS PREREQUISITES: No special requirements or prerequisites

REQUIRED MATERIALS:

There is one required material for this class:

- Custom MyHistoryLab from Pearson which includes an e-text of Jones, *Created Equal*, Brief 3rd edition

The Custom Pearson package includes an e-text of our textbook (Jones, *Created Equal*, Brief ed.), videos, online interactive maps, primary documents and other materials. You may purchase access to these materials directly from Pearson through a link in the Blackboard course module when it opens (least expensive option) or from the bookstore. This is a 12 month access. There is no requirement to have a physical copy of the text but you **MUST** purchase access to the Pearson Custom module

You may use this access in both HIST 1311 and HIST 1312 during this time period. So 1 purchase = course materials for 2 classes (provided you finish the courses before your 12 month access ends). If you have taken either of these courses with us for the March 2012 or later start dates, your access should still work (12 month access first registered mid-March or later).

The bookstore also sells a package that contains an access code to the Custom MyHistoryLab, a physical copy of the Jones text and another book, *Clashes of Will*, which is used in 1312. This is an economical choice for those who are taking both courses with us **AND** who want physical books, but purchase of this package is not required.

CLASS FORMAT: This is a web-delivered class (www.uta.edu/blackboard) with many opportunities for students to interact with the instructor and each other through discussion boards and a group project. It is not self-paced.

STUDENT LEARNING OUTCOMES (Course Objectives): Upon completion of this course, students will be able to:

- identify key events, peoples, individuals, terms, periodizations and chronology of the history of the United States before 1865.
- demonstrate awareness of the basic geography of the United States.
- develop critical thinking skills by discussing the living nature of history, critiquing different interpretations of the same events and explaining how the manipulation of the past can provide insights into later periods.

- synthesize diverse historical information on broad themes of U.S. history before 1865 and present this information in coherent, well-articulated and well-substantiated analytical discussions and other written assignments

ASSIGNMENTS, ASSESSMENTS AND GRADING

You knowledge of the course materials will be assessed through Reaction and Reflection Exercises (30%), Quizzes (20%), and Projects (50%).

Grade Scale: A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 59% and below

NOTE: Students have one week from the posting of a grade (which will be announced via a class announcement) to challenge the grade or bring up any concerns. All grades are considered final after this period passes and will not be revisited. There will be a shorter protest period (notification by class announcement) for grades posted the last week of class.

Reflection and Reaction: There are 6 Reflection and Reaction (RR) exercises. In each RR, students will be assigned a topic/materials to review. They will then take a multiple choice readiness assessment over these materials, complete a one paragraph journal entry, engage in a discussion of different historical scenarios over the information with other students, and then reflect upon the conclusions they have reached. Complete step-by-step instructions will be included in the course module. Students will be assigned to a learning community to facilitate discussions before the first RR.

Quizzes: There are 2 quizzes in this course, a midterm and a final. The quizzes are comprised of multiple choice questions over the course materials and short answer questions over geography. Study guides are provided.

Document Worksheet: The purpose of the project is to teach students how to read, analyze, and use primary source documents. Students will read a short document and then be taught how to analyze a document through a worksheet.

The Rowlandson Project: The purpose of this project is to teach students how to read a piece of literature (Rowlandson is a captivity narrative found in the Pearson custom materials) in an historical context and then write an essay. In the first part of the assignment, students will complete a worksheet which teaches them how to read a piece of literature historically and how to use critical thinking skills to combine this piece with other course materials in writing essays. In the second part of the project, students will write an essay.

Group Project: The purpose of this project is to hone critical thinking skills and to investigate one topic on American history in depth. This project is organized online through the group discussion board. Students will work as a group to produce a report on their assigned topic utilizing internet resources. See the Group Project assignment for further details.

Comprehensive Essay Project: After completing the above assignments, students will have learned the skills necessary to write a college level critical thinking essay without assistance. This is a 2-3 page essay on a broad topic assigned by the instructor.

CLASS OUTLINE AND READING ASSIGNMENTS: - Can be found in the online Course Module.

CLASS CALENDAR: Can be found in the online Course Module

CLASS POLICIES AND INFORMATION

A Respectful Learning Environment: It is the goal of the Department of History and the College of Liberal Arts to create and maintain a respectful learning environment in online courses. The official policy concerning communications within this course is stated below:

"When contacting your instructor via email, remember to construct your messages both respectfully and carefully (be as specific as possible with your questions). In this course, as with any other UTA course, your communication with students and faculty should be the utmost professional. When communicating with your peers and instructor, there will be NO discrimination on the basis of sex, race, color, national origin, sexual orientation, religion, ideology, political affiliation, veteran status, age, physical handicap, or marital status. Keep in mind that instructors reserve the right to manage a positive learning environment and thus will not tolerate inappropriate conduct in the course. All UTA students are responsible for behaving in a manner consistent with UTA's Standard Code of Conduct. Students violating these codes will be referred to the Office of Student Conduct."

Participation/Attendance Policy: Regular, weekly participation in the course module is required.

Drop Policy: I urge you to consult with me before dropping this course; you might be doing better than you think. Also see your advisor for information before dropping. **STUDENTS WILL NOT BE AUTOMATICALLY DROPPED FOR NON-ATTENDANCE.**

E-Mail Policy: The University email address is the official means of communication with students. ***I require all students to check their UTA email account frequently.***

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing me of your needs at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Academic Integrity: It is the philosophy of UTA that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. ***I take scholastic dishonesty very seriously*** – if the excerpt below is unclear, see me. ***I consider copying directly from the text or internet sites without proper citation as plagiarism. If in doubt, cite. I do not give credit for plagiarized assignments or cheating on exams and I will refer plagiarism to the Office of Student Judicial Affairs.***

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)

I expect all students to adhere to the UTA Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Student Support Services Available: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

BOTTOM LINE: If you feel that you are falling behind, need help in writing or have any other difficulty with this course, please see/contact me right away and I will attempt to help you myself or direct you to available resources. Don't just flounder along; seek aid while there is still time to get a higher grade.