

## **HISTORY OF THE UNITED STATES TO 1865 - SPRING 2012**

HIST 1311-003, MWF 10-10:50am, UH 115

**Instructor:** Dr. Kimberly Breuer

**Office:** UH 324

**Email:** breuer@uta.edu

**Office Hours:** MW 11:15-11:45; 2-2:20 and F 11-12

**COURSE DESCRIPTION:** An introduction to the political, socio-economic, and cultural history of the United States to 1865 with special emphasis on cultural and political development in the colonial period and early republic.

**CLASS PREREQUISITES:** No special requirements or prerequisites

### **REQUIRED MATERIALS:**

- Jones, et al, *Created Equal*, Brief 3rd Edition, Vol 1 with Pearson MyHistoryLab Custom Access Code
- Blackboard Course module for HIST 1311-003

**HOW TO PURCHASE COURSE MATERIALS:** There are TWO options to acquire the textbook/Pearson code:

- Pearson Code and e-text: This option is purchased through the course module on the first day of the course. This choice will provide you with access to all Pearson online content used in this course plus the e-text. This is the least expensive option.
- Paper copy of the Jones text packaged with the Pearson access code: This option can be purchased from the UTA bookstore. Note that you also have access to the e-text if you purchase this option. This option is more expensive.

Either option will provide you with the proper materials for this course. The first means that you will only have access to e-texts, the second provides you with a physical textbook along with the e-text

**CLASS FORMAT:** This is a blended course, which means that we have class lectures, some materials which you cover online in our Blackboard course module, and we also spend time in class for group work, discussions, films and other media. I prefer a lively classroom where students feel free to ask questions and express their ideas and opinions. However, I ask that students maintain proper classroom etiquette. See my "Class Rules" in the course module. Students should come to class fully prepared.

**STUDENT LEARNING OUTCOMES:** 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 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 assignments and essays.

**ASSIGNMENTS, ASSESSMENTS AND GRADING**

Your grade for this course will be based upon 600 quality points.

**Grade Scale:** A = 540-600; B = 480-539; C = 420-479; D = 360-419; F = 359 and below

NOTE: Students have one week from the posting of an assignment/exam/discussion 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 Unit 4 grades.

**Topical Quizzes:** There are 15 short (5 minute) multiple choice quizzes, one for each topic in the course. Quizzes cover assigned readings, lectures, and other course materials and are meant to help assess how well you are learning the course content materials, or the basic “facts.” Quizzes are taken online in Blackboard. Worth 6 points each.

**Weekly Journal:** Students are required to respond to a topic posted by the instructor in their journal (in Blackboard). Journal entries are one to two paragraphs long. Each weekly entry in worth up to 10 points each.

**Map Exercise:** There will be one map exercise per unit (for a total of 4) where the student will be expected to find and indicate geographic locations. This is an open book assignment. Worth up to 15 quality points each.

**Introduction Exercises:** These are quick assignments at the beginning of the course meant to gauge student understanding of the course module and to teach students the Blackboard skills they need to complete the other assignments. Worth a total of 10 points.

**Document Analysis Worksheet:** This worksheet will teach students how to read and analyze a primary source documents. Students will answer a six question worksheet on the document. Worth 20 points.

**Is This A Good Website?** In this assignment, students will work as a group to determine if a website is suitable source to use for research. Worth a total of 20 points.

**Rowlandson Worksheet:** Students will complete a worksheet based upon the Rowlandson reading (which is included in the course module as a e-text). This worksheet will teach students critical analytical skills necessary for essay writing. Worth 50 points

**Participation:** There will be opportunities for in-class small group work throughout the semester. These opportunities will be unannounced. All students who participate in the groups that day will receive credit. There is no make-up for missing this opportunity. The purpose of this group work is to help you better understand the course materials and assignments and to encourage regular class attendance. Group Work is worth up to 75 points in the course - however, more than 75 points of group work will be available. Any points you make above the 75 points will be considered extra credit. Note that I WILL deduct participation points for students who text, surf the web or otherwise disrupt the class through inappropriate classroom behavior. I will give students a formal warning and a chance to change the offending behavior before I begin to deduct points. See "Class Rules" in the course module.

**Document Project:** There will be one document project where students will choose and analyze some primary materials. See the Document Project for further details. Worth 50 quality points.

**Final Comprehensive Essay:** After completing the above assignments, students will have learned the skills necessary to write a college level critical thinking essay. This is a 2-3 page essay on a broad topic assigned by the instructor. Worth up to 75 points.

***Full information on each of these assignments is available in the course module.***

**Calculating Your Grade:** Neither your instructor nor coach will calculate interim class grades for students. To determine where you stand in the class at any given time use the following calculation: Divide the number of quality points you have earned by the total number of quality points available to that point (note that Blackboard does not add the "out of" points correctly, you will have to do this yourself) and multiply by 100% to get your interim semester grade. Final grades in this course are awarded upon simple addition of earned quality points according to the aforementioned scale.

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

**GROUP ASSIGNMENTS:** - Students will be assigned to a group for the Good Website Assignment in the Blackboard module just before the assignment opens.

**CLASS CALENDAR:** Can be found in the online Course Module

**CLASS POLICIES AND INFORMATION – The Fine Print**

**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. My official policy concerning communications within this course is stated below:

"When contacting your instructor or teaching assistant (TA) 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, TAs, and faculty should be the utmost professional. When communicating with your peers, TA, and professor, 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 and TAs 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 Policy:** Regular participation is required.

**Drop Policy:** See your advisor and the class calendar in Blackboard for information.

**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 Dishonesty:** 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)

**Student Support Services Available:** The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

**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.