Hist 1301: United States History I

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Course Description: This is a course on the historical development of the United States leading up to the Civil War. Students will study the people, events, and ideas that influenced United States history in the Gilded Founding a New Nation, Building the New Nation, and Testing the New Nation. Readings, lectures, and discussions will consider the American experience as a unique experiment in enlightened liberty and self-government.


Grading Scale: 90% -100% = A, 80% - 89% = B, 70% - 79% = C, 60%-69% = D, 59% or less = F

- 2 Discussion Board Posts per week (25% of final grade)
- 4 Discussion Board Replies per week (5% of final grade)
- 3 Exams on Blackboard (50% of final grade)
- 1 Historical Essay (20% of final grade)

Students will post two (2) Discussion Posts each week, based on a selected prompt. Because this course does not meet face-to-face, it is imperative that the student keep abreast of all reading assignments. The Discussion Posts will comprise 25% of the final course grade. Students will also post four (4) reply posts, each week, to fellow classmate’s Discussion prompts. Replies will constitute 5% of the final course grade. In addition, the student will be responsible for all reading assignments in preparation for three (3) online examinations. The examinations comprise 50% of the final course grade. Due to the short time allotted for this course, it is imperative that the student keep abreast of all reading assignments. Time will not allow for you to fall behind. Finally, the student will be responsible for one (1) Historical Essay on a selected topic. The essay will make up 20% of the final course grade.

Please use formal language in your assignments. In other words, use a professional writing style that pays attention to correct spelling, punctuation, sentence structure, and citation of borrowed material.

Examinations: Three examinations worth 100 points each. The examinations will be a mixture of multiple-choice questions and essay questions. Examinations will be taken through the internet. Students should not be late in taking and submitting their examinations. The instructor will deduct a full letter grade from score of any examination submitted late.

Essay: The student will comprise an original historical essay. The essay will be 3-5 double-spaced pages in length and will be turned in through Turnitin.com. Suggested topics will be available by the second week of class.
Faculty Office Location and Contact Policy: Face-to-face meetings will be held in the University Center Faculty and Staff Work Room. The principal mode of instruction will be online assignments and examinations. Students will complete readings and participate weekly in the discussion board. The instructor is willing to meet with a student face-to-face during office hours if the student is able to travel to Texas A&M University-Texarkana.

Office hours. I will be available for face-to-face meetings by appointment only. To schedule an appointment you can reach me by telephone or e-mail. E-mail: dale.weeks@tamut.net. Phone: 903-244-7211.

Student Technical Assistance:

- Solutions to common problems and FAQ’s for your web-enhanced and online courses are found at this link: http://www.tamut.edu/webcourses/index.php?pageid=37
- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: http://www.tamut.edu/webcourses/gethelp2.php
- Blackboard Helpdesk contacts:

  Office hours are: Monday - Friday, 8:00a to 5:00p

  Kevin Williams (main contact) 903-223-1356 kevin.williams@tamut.edu

  Frank Miller (alternate) 903-223-3156 frank.miller@tamut.edu

  Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu

Student Participation:

a. Participation Policy: The principal mode of instruction will be online assignments and examinations. Through Blackboard, students must read the assigned materials, participate in the weekly discussion board, and take the three examinations.

b. Course Etiquette: This course expects that the student will:
   - actively take charge of learning the course material
   - read the assigned readings from the text
   - focus on the course content rather than personal ideology or values in discussion
   - respect differing arguments, interpretations, and perspectives
   - avoid personal or prejudicial attacks
   - adhere to standards of academic honesty

c. Discussion Board Standards: Weekly Discussion Postings (5 at 20 points each) 100 Points

   A. Each student is expected to participate in the online assignments. All of the assignments are discussion boards, which require students to respond to discussion questions posted by the professor.
   
   B. The discussion questions follow from the material presented in the course online units of study and assigned readings.
   
   C. Students are required to complete all assigned discussion postings.
   
   D. The exact deadline for assignments and examinations is midnight on the assigned day. (See Course Schedule below.)
E. The University’s clock is used for the deadline. Keep in mind that this clock may be a few minutes ahead or behind your clock. You should therefore avoid waiting until the last minute to submit your work.

F. Missed or late postings are not eligible for points.

G. If a student does not post for one of the assignments, then that person earns zero (0) points for that discussion.

H. There is no makeup or alternative work, or due-date extension for a missed discussion unless the student has a compelling conflict and contacts the professor before the due date.

I. Students may respond to other students’ input on the discussion board, exploring the topic more fully with others in the course.

J. Do not send your week’s discussion posting as an attachment or as an email. One purpose of the discussion board is to provide everyone in the class a chance to read and, if they would like, reply to your thoughts on the course material. Postings sent to the discussion board as attachments or to the professor’s Blackboard or regular email are not eligible for any points.

K. To do well on these discussions, students must read the corresponding material from the textbook or suggested Web site before writing their response to the discussion board. Students need to constructively respond to the online questions using content and perspective developed from the course text or suggested Web site.

L. Back up your postings with substance from the course material, such as cases, concepts, themes, and facts, rather than with personal opinions and values. Avoid grandstanding or engaging in ideological or partisan rhetoric.

M. It is important to use your own words in your assignments. Take care to avoid copying any text from our readings or units of study into your discussion postings unless you clearly cite the source of the information (e.g., using quotation marks to identify another person’s material and noting the author or title). Postings with plagiarized portions will receive low grades. Please see the University’s “Academic Integrity” statement below.

N. A posting that reflects understanding, analysis, and synthesis of course material, as well as a professional writing style (proper spelling, grammar, sentence structure, citation of borrowed material, and typographical input) will earn an “A.” One that is less complete and thoughtful, or that conveys personal or political opinions, will fall in the B–D range. Students who plagiarize material will receive a failing grade for the week’s discussion-posting.

O. When corresponding with others through Blackboard, it is important that you do so with courtesy and respect. Avoid personal attacks, offensive remarks, and emotional appeals. For example, for professional online communication, it is a good rule of thumb to avoid using ALL CAPS, since people may not understand the meaning that you had in mind when you typed your words.

P. Missing two or more discussions in a row may result in the student’s administrative drop from the course for nonparticipation.

Disability Accommodations: Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

Academic Integrity: Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of ‘F’ in the course and/or disciplinary actions. Do not rely on copying and pasting
information from the internet. If you do use information from the internet in an assignment, you must cite it. For additional information, see the university catalog.

Some helpful websites on how to cite your work:
- http://www.bedfordstmartins.com/online/cite7.html
- http://www.lib.ohio-state.edu/guides/chicagogd.html
- http://www.lib.duke.edu/libguide/cite/works_cited.htm

**Course Schedule:**

January 18
  *Course Begins*

January 25
  *Chapter 1*

February 1
  *Chapters 2&3*

February 8
  *Chapters 4&5*

February 15
  *Chapter 6*

February 22
  *Chapter 7*

February 29
  *Chapter 8*

March 4
  *Unit 1 Examination*

March 7
  *Chapter 9*

**Spring Break**

March 21
  *Chapters 10&11*

March 28
Chapter 12
April 4

Chapter 13
April 11

Chapter 14&15
April 15

Unit 2 Examination
April 18

Chapter 16
April 25

Chapter 17&18
May 2

Chapter 19
May 9

Chapters 20&21
May 12

Unit 3 Examination

Student Learner Outcomes:

1. Employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition by writing an historical essay that earns a grade of C or better. This objective reflects the expectations of Social and Behavioral Sciences Exemplary Educational Objective 1.

2. Examine social institutions and processes across a range of historical periods, social structures, and cultures by earning a grade of C or better on response papers. This objective reflects the expectations of Social and Behavioral Sciences Exemplary Educational Objective 2.

3. Use and critique alternative explanatory systems or theories by earning a grade of C or better on response papers. This objective reflects the expectations of Social and Behavioral Sciences Exemplary Educational Objective 3.

4. Develop and communicate alternative explanations or solutions for contemporary social issues by earning a grade of C or better on response papers. This objective reflects the expectations of Social and Behavioral Sciences Exemplary Educational Objective 4.

5. Analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study by earning a grade of C or better on response papers and by earning a grade of C or better on
examinations. This objective reflects the expectations of Social and Behavioral Sciences Exemplary Educational Objective 5.

6. Comprehend the origins and evolution of U.S. political systems, with a focus on the growth of political institutions, the constitution of the U.S., federalism, civil liberties, and civil and human rights study by earning a grade of C or better on response papers and by earning a grade of C or better on examinations. This objective reflects the expectations of Social and Behavioral Sciences Exemplary Educational Objective 6.

7. Understand the evolution and current role of the U.S. in the world by earning a grade of C or better on response papers and by earning a grade of C or better on examinations. This objective reflects the expectations of Social and Behavioral Sciences Exemplary Educational Objective 7.

8. Differentiate and analyze historical evidence (documentary and statistical) and differing points of view study by earning a grade of C or better on response papers and by earning a grade of C or better on examinations. This objective reflects the expectations of Social and Behavioral Sciences Exemplary Educational Objective 8.

9. Recognize and apply reasonable criteria for the acceptability of historical evidence and social research study by earning a grade of C or better on response papers and by writing an historical essay that earns a grade of C or better. This objective reflects the expectations of Social and Behavioral Sciences Exemplary Educational Objective 9.

10. Analyze, critically assess, and develop creative solutions to public policy problems by writing an historical essay that earns a grade of C or better. This objective reflects the expectations of Social and Behavioral Sciences Exemplary Educational Objective 10.

11. Recognize and assume one’s responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy by earning a grade of C or better on response papers. This objective reflects the expectations of Social and Behavioral Sciences Exemplary Educational Objective 11.

12. Identify and understand differences and commonalities within diverse cultures by writing an historical essay that earns a grade of C or better. This objective reflects the expectations of Social and Behavioral Sciences Exemplary Educational Objective 12.