HISTORY OF THE AMERICAN PEOPLE TO 1877
WEB COURSE FOR SUMMER 2012

Course title: History of the American People to 1877

Course number: 2003

Course discipline: American History

Course description: This is an introductory history class exploring American life beginning with European backgrounds; discovery and settlement; concluding with the Civil War and Reconstruction. The survey encompasses the constitutional, political, social, and economic development of the United States prior to 1877.

Course date:
May 29 – June 2

Location: ONLINE

Name: Greg Kiser

Email: gkiser@nwacc.edu

Office: BH 2004
Office hours: Monday through Thursday 10:00 to 3:00; Friday by appointment; always available through email: gkiser@nwacc.edu

Phone: 479-619-4227

Biography: I began teaching here at NWACC in 1990. I received my undergraduate degree from Missouri Southern State University and my graduate work from the University of Arkansas.

TEXTBOOK:

Title: *Give Me Liberty! An American History*
Author: Eric Foner
Publisher: W. W. Norton and Company
Edition/Year: Second Edition
Type: Required resource

COURSE GOALS: As America continues its unparalleled growth, our multicultural society appears ever more diverse. There is, however, a common thread uniting each of us - our collective past. United States history is the link to our uniqueness as a society. The United States History course is an overview of that commonality.
COURSE SPECIFIC LEARNING OUTCOMES & COLLEGE-WIDE LEARNING OBJECTIVES:

To accomplish the following NWACC and course outcomes, students should read and complete all course assignments, make a sincere effort to be actively involved, and should work cooperatively with other students and the instructor.

Course Specific Learning Outcomes

1. Through an examination of the American colonial experience, the student will identify reasons for the establishment of colonies in America, especially as regards England.

2. By investigating the development of the American government and politics, the student will identify differences between the Articles of Confederation and the US Constitution and analyze the Constitution's impact on the new American government.

3. By observing the growth and division of early America, the student will trace American expansion resulting in our becoming a coast-to-coast nation.
1. *Students will develop higher order thinking skills.* Students will be asked to use class time for questions and discussions of course material. Students are encouraged to be engaged in collaborative groups during the semester who meet each class day and exchange ideas, answer questions, and prepare for the class session. Students will be asked to think critically about topics related to the “Course Specific” Outcomes and engage in relevant discussions. Activities and assignments will promote and utilize critical thinking and be responsive to *critical thinking*. An example of possible questions to be answered might include the following: Compare and contrast pre-Revolutionary American and English views regarding the role of colonies. Are the underlying principles relevant to our world today? Why or why not?

2. *Students will gain greater awareness of cultural perspective.* The topic and concept of “cultural perspective” will be examined through, as examples, Native Americans and early European contact, and Northern vs. Southern views on slavery.

3. *Students can read selections at the appropriate level of education and describe the main idea and supporting details.* Students can evaluate written material objectively. Instructors will utilize the course
textbook and possible outside readings for a better understanding of each topic.

WHAT DO THE COURSE AND COLLEGE-WIDE LEARNING OUTCOMES MEAN TO THE STUDENT?

ASSESSMENT: The Department of Social Science is committed to ensuring our students come away from our courses with a good general understanding of the material, and more specifically, achieving the college-wide objectives through our course objectives. Each semester we break the total number of course objectives into two or three we target for that semester. The actual assessment of material is left to each instructor to devise. Some choose a pre/post test, some a book review, some a specific essay topic, and some, like me, choose to assess the outcomes through the essay questions on the major exams. That is one of the reasons I want you to read and re-read what I say about the exams in the next section, and the “My Thoughts on Writing as Essay” on the main page.

REQUIREMENTS: The semester will consist of three exams, end of chapter questions, a discussions element, possible readings from the Internet &/or films (and bonus point possibilities).

THE EXAMS: You will have SEVERAL DAYS to finish and submit the exam, therefore, make-up tests are not allowed. This is very important - no
make-up exams are allowed. [You should rethink taking this class if you have a scheduling conflict. That means any scheduled vacations or the like.] For each of the major exams there will be essay questions – two or three - worth 20 to 30 points each. They are chosen at random but will come from the "Review Sheet" for that exam. You will also have a section of multiple-choice questions, and possibly several identification terms. Each exam is worth 200 points. There is also a helpful "Review Sheet Notes" for each exam. I urge you to have a look (just click on the "REVIEW SHEET NOTES" link). Please keep in mind they are helpful hints/pointers and are not definitive answers. Use them as a guide. Read the "ESSAY EXAMS, MY THOUGHTS" link on the main page to see exactly what I look for in your answers.

Because you have quite a bit of time to take the exam, it is set up so you can come and go during the testing period, meaning you can begin the test, work for a while, leave it for a period and be able to come back in. Just do not hit the “submit” button until you are ready for me to receive it. Also, hit the “save” button often and certainly at the end of each time you work on the quiz. I only see it when you submit it to me. (This really is the biggest problem I have had. Hit the save button often and especially the last thing before you submit it to me. If you worked on it for two days and hit “save” then came back the next day and wrote your best material and hit “submit” without first hitting “save” then “submit,” I will only see what
you did for those prior two days and nothing from the last time you logged on.) The other thing I would urge you to do is to write your essay answers in “Word” and save them. Then, when you have what you want, just “copy/paste” them into the answer box.

Now, the good news is you have lots of time (several days) to take the exams and can use not only your textbook but other sources as well. That is fine by me. In fact, I encourage it. Remember, however, anytime you are not using your own original thoughts or ideas, and anytime you are quoting directly from a source, you must cite the source. Failure to cite the source will result in a “0” for the entire test, and possibly an “F” for the entire course. The problem is, of course, my not knowing absolutely that you are doing your own work, or that you have downloaded things from the internet to use as your own, or you have borrowed a former students work. Don’t do that. It will guarantee an “F” for the course.

These tests are the equivalent to “take home” exams for lecture classes. Each essay answer should be approximately 500 words in length (not each test, each essay question).

Please read this statement on plagiarism, as well as the section on plagiarism below.
Again, keep track of the due date for each exam. There is no make-up exam offered for any test. If you miss the exam date, for any reason, you will receive a “0” for that exam.

THE END OF CHAPTER QUIZZES: After reading the chapters listed for each quiz, answer the questions listed in the "QUIZZES" link by the date posted. Each one is worth up to twenty (20) points (you will do seven for up to 140 points). Do not forget these chapter quizzes. They are a crucial part of the total points for the class and are time sensitive. You have an entire session to do each one. In other words, you can come and go throughout the session. Just remember to “save” every time you leave, otherwise, anything you entered since the last time you “saved” will be lost. Be sure to “save” one last time before you “submit.” Again, keep track of the due date for each quiz. If you miss the quiz deadline, for any reason, you will receive a “0” for that quiz.

Once more: The quizzes have multiple-choice questions and possibly true/false questions. You have the entire session to work on the chapter quizzes. It is set up so that you can come and go throughout the session. Just don’t hit the “submit” button until you are ready for me to
receive it. Also, hit the “save” button often and certainly at the end of each time you work on the quiz. I only see it when you submit it to me.

**DISCUSSIONS:** You are required to make use of the "Discussions" section by submitting at least two discussion postings each session. The Discussions are by chapters and follow the “Chapter Quizzes” time-line. Get input from your fellow students. I will be monitoring this section and will offer my opinions as well. Again, each student is required to post at least two comments or inquiries for fellow students, or statements concerning the chapter content. Keep in mind that to receive the points, your posting must be relevant to the course material. A simple “hello,” or “hope you all do well on the test,” or “I agree,” will not count. Use the “Main” area for those types of postings. You will not receive partial credit for one posting. Two is the minimum. You will receive twenty (20) points for doing so and those 140 points (seven) are included in your total grade. Failure to post at least two during that particular week will be a zero for the week and will hurt, if not ruin, your final grade.

Again, keep track of the discussions timetable. If you miss posting, or only post once, during any discussion time-period, you will receive a “0” for that topic.

**GRADING:** So, the point structure is as follows:
Three major exams, each worth 200 points; the quizzes are worth a total of 140 points, and the discussions section is worth 140 points for a grand total of 880 points.

The breakdown is:

- 880 - 792 A
- 791 - 704 B
- 703 - 616 C
- 615 - 528 D
- BELOW 528 F

COURSE POLICIES:

ASSIGNMENTS/CHAPTER QUIZZES: Any assignment (such as a chapter quiz) given will be due, without exception within the time allotted. Failure to meet the deadline of each assignment will result in a zero "0" for that assignment. **Make-up work is not allowed for assignments missed.** Take it from me, these assignments, if not overlooked, can do nothing but help. Each is intended to keep you on pace in the course, to allow you to open up a dialogue with other students in class, and to generate some much needed points for your total grade. Not submitting them, however,
could be the difference between passing and failing this course. Again, because you have an entire week to do each one, I will not accept late work.

**MAKE-UP EXAMS:** *Make-up exams are not allowed for those missing the regularly scheduled exam.* You have from three days to do the tests and get them to me. However, you must be very careful to make sure you turn in your exam within the given window. Otherwise, you will receive a zero "0" on that exam. *No exceptions.* As you can see, the "CALENDAR/IMPORTANT DATES" will become your friend. Check it regularly.

**ACADEMIC HONESTY:** (as quoted in the Student Handbook)

Academic Honesty
Definition:
Ensuring students understand the core value of academic honesty is an overarching goal of all faculty and staff at NWACC. Academic honesty means students do their own work and do not represent others’ work as their own. To help clarify, the following principles defining academic honesty from Charles Lipson's book, Doing Honest Work in College (University of Chicago Press, 2004, pg. 3) are provided:

“When you say you did the work yourself, you actually did it.”
“When you rely on someone else’s work, you cite it. When you use their words, you quote them openly and accurately, and you cite them, too.”

Plagiarism:
Plagiarism results when a student presents the words or ideas of someone else as if they were his/her own. If the words of someone other than the writer are reproduced without acknowledgment of the source, or if someone else’s ideas are paraphrased in such a way that leads the reader to believe they originated with the writer, then plagiarism has occurred.
Plagiarism can be either intentional or unintentional. Intentional plagiarism is the knowing, deliberate copying or downloading or buying of information with the intent of passing it off as original with the writer. Intentional plagiarism is a very serious form of academic dishonesty that can lead to suspension from the College. Unintentional plagiarism is the misrepresentation of information through ignorance or carelessness.
It is the responsibility of all Northwest Arkansas Community College students to understand what plagiarism is, and to learn the proper methods of documentation so as to avoid this form of academic dishonesty.

TECHNICAL SUPPORT: Technical support is provided by the Student Technology Helpdesk and by the Distance Learning Department. Please contact the Student Helpdesk at 479-619-4376 or
IT_HelpdeskStudent@nwacc.edu [there is an underscore between the IT and Helpdesk]. Students on the Bentonville campus may also visit Burns Hall Room 1265. Support may also be obtained from the Distance Learning Department at dl@nwacc.edu or by emailing Tech Support from within the Blackboard email system.

ACADEMIC SUPPORT: Students can find information about academic support resources, including an Academic Calendar with official dates, under the icon called Academic Support on the homepage of this class.

OFFICIAL ADA STATEMENT: Any student who feels s/he may need an accommodation based on the impact of a disability, please contact the Disability Resource Center at disability@nwacc.edu or by phone at (479) 986-4076. The DRC coordinates reasonable accommodations for students who have documented disabilities. Once your registration with that office is complete, the DRC will contact me electronically to communicate what accommodations are appropriate in your case, and you should follow up with me privately to discuss how we will meet those specific needs collaboratively. The DRC office is located in Room 114 on the first floor of the Student Center.

GRIEVANCE PROCEDURE: The Social Science Department follows our NWACC Student Handbook regarding proper steps to take should a
grievance occur between fellow students, or the student and instructor. The first step in any grievance is to bring the complaint to the attention of the instructor. If the issue is not satisfactorily resolved, the student (and/or instructor) then contacts the instructor's Chairman. As I am the Chairman, however, I will not have you come to me if you and I are in disagreement. Please come to me first, as your instructor, then, if we cannot come to a resolution, you are to contact the Dean, Jerry Vervack, at jvervack@nwacc.edu.

BONUS OPPORTUNITIES: Check the "Bonus Opportunities" link frequently. There may be occasional readings assigned from the web that I will place in the BONUS OPPORTUNITIES link. I might even suggest a movie or two and provide questions for you to turn in after viewing the film. These would be optional and the questions will have a specific “bonus” point number assigned to them. Believe me, any time a teacher offers the possibility of bonus points, grab them! They can’t do anything but help.

You will find the schedule of dates in its own link on the homepage, but here it is (this is the eight week summer session. I, however, have divided the eight weeks into seven sessions):
Session 1
May 29 – June 4 Discussions First Chapters Quiz Quiz
Covers Chapters 1, 2, 3

Session 2
June 5 – June 12 Discussions Second Chapters Quiz Quiz Covers Chapters 4, 5

FIRST EXAM
Monday - Wednesday
June 11 (12:00am) through June 13 (11:59pm)
First Exam Covers Chapters 1 - 5

Session 3
June 13 – June 20 Discussions Third Chapters Quiz Quiz
Covers Chapters 6, 7

Session 4
June 21 – June 28 Discussions Fourth Chapters Quiz Quiz
Covers Chapters 8, 9

SECOND EXAM
Wednesday - Friday
June 27 (12:00am) through June 29 (11:59pm)
Second Exam Covers Chapters 6 - 10
Session 5
June 29 – July 6 Discussions            Fifth Chapters Quiz            Quiz
Covers Chapters 10, 11

Session 6
July 7 – July 14 Discussions            Sixth Chapter Quiz            Quiz
Covers Chapters 12, 13

Session 7
July 15 – July 20 Discussions            Seventh Chapters Quiz            Quiz
Covers Chapters 14, 15

Third and Final Exam
Tuesday – Thursday
July 17 (12:01am) – July 19 (11:59pm)