

# Linfield College Division of Continuing Education

Summer 2008  
Online Course

HST 150: History of the United States

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Linfield College  
HST 150  
History of the United States  
Summer 2008  
DCE On-line Course

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Class Begins: June 16<sup>th</sup>. Class Ends: August 21<sup>st</sup>. Course Duration: 10 weeks.  
Course Credit Hours: 5

Course Description: This course will be an exciting adventure into the general history of the United States. We will begin in pre-Columbian times and end with the Gulf War. We will study what factors contributed to the growth and development of America, and specifically the people and geography of the entire United States. The course will begin with the earliest inhabitants, move through European exploration and settlement and finally the establishment of the United States as a unique country. Students should be prepared for an intensive look into what forces, both natural and historical, have shaped the United States and made it the country it is today.

Prerequisites: None

Class Description: Summer term 2008. This is an on-line course and you will be required to participate in class via; e-mail, and the web-based programs with the instructor and other students.

I will be available throughout the term for consultation, via phone, e-mail and of course snail mail. An online course is one in which the initiative and the learning pace is all the responsibility of the student. The teacher directs and poses material for dialogue and for the student to question, and respond too, via the web-based program. The energy for this course, rather than teacher driven, is student driven.

You have my pledge that I will make every attempt to be available to you; my phone and e-mail are listed on the syllabus. If you have any kind of a problem calls me. You will have to do your part; do the reading, keep in regular contact with me, and complete the weekly assignments in a timely manner there will be no exams or papers.

Requirements: You will be required to use the publisher website: [www.myhistorykit.com](http://www.myhistorykit.com) and [www.longmanamericanhistory.com](http://www.longmanamericanhistory.com). Will help you in this course.

It is a very nice website, I found some sections easier to use, then others.. Many of you have had much experience with online course, some have had nothing, and we will explore the possibilities together. You will learn that I am flexible, have a good sense of humor, and enjoy teaching about history which is, in my opinion, the most valid subject to study in college.

There are 10 weeks in the term, and 31 chapters in the text. Sooo that means we will move rapidly through the material. Reading three chapters per week.

This will be an entirely interactive course, one in which you read the material, think about it, use the websites and software to really learn it, and interact with me and the rest of the class. I have a good sense of humor, and like to develop a rapport with students, and since we will never meet as a class in person. I love history and to teach and study it, I hope you will enjoy and learn from this class as well.

Text: “The American People”, by Nash, Jeffrey et.al. . Available in the bookstore.

#### Course Objectives:

By the end of the course students will:

- 1-know the geographical location of all fifty states.
- 2-have an understanding of the geography of the United States.
- 3-be able to discuss the agricultural and industrial development of the area.
- 4-understand why the Europeans were so interested in and settled America.
- 5-know the fundamentals of cross-cultural paradigms and how they affected the development of the United States.
- 6-realize the importance and allure of America to the world, and how its development was fostered and nurtured by colonization and settlement.
- 7-realize the settlement patterns, history and heritage of Native American tribal/cultural groups.
- 8-know the players, the fools, and the heroes/heroines of American history—how they all contributed and made America what it is today.

#### Course Outline:

Students will be required to read the entire text. I will expect the students not to memorize the text, but to enjoy and learn from it and also use it as a resource tool, and as a generator for questions and comments.

Summer Term is June 16<sup>th</sup>. ----August 21<sup>st</sup>. This is a five-credit course.

#### Assessment:

Course grades will be determined by the following:

Completion of assignments-----70%

Instructor Evaluation-----30%

Active participation is evidenced by meeting all assignments, maintaining weekly contact with the instructor and helping each other in a collegial manner, as is the Linfield model.

The student and the teacher will do the final grade evaluation. The writing assignments, the essays----should be completed in essay or informal style, and should be complete in style and punctuation. The essay can be informal and should include the student's opinion. The e-mails and other communication can also be in an informal style.

I always listen to my students; in this course any suggestions will be appreciated. I often learn much from my students; personal stories concerning history are encouraged and make the course interesting and informative. I would expect that if any of you find an interesting resource to let me know and pass it along to the other students.

We know that success in this type of learning is dependent on self-discipline. It can be all too easy to put off work until it is long overdue. Keep up on your reading assignments, e-mail me at least once per week, or more, let me know how you are doing and any questions you may have.

Grading Scale:

A=90-100% completion of all assignments and web ct involvement in an exemplary style.

B=80-90%, completion of all assignments and web ct involvement in a superior style.

C=below 80% completion of all assignments and web ct involvement in an average manner.

Late work: Accepted with consultation of the teacher.

Incompletes: A grade of incomplete is given in emergency situations. The student must request an incomplete in writing and must obtain my permission for this action. All uncompleted work must be completed within the time limits I set. If you simply neglect to turn in the final or other assignments your grade will suffer considerably.

Academic Honesty: Cheating and plagiarism will not be tolerated. Any student to be found engaging in either of these activities at any point in the course will receive a failing grade for the assignment and/or the entire course and may be subject to further college sanctions.

Rules of Discussion: The classroom should be a safe haven within which individuals can discuss the widest possible range of topics without fearing retribution, ridicule, or attack. In order for this to happen, we must assume that we are all persons of intelligence and good will who may ultimately disagree, sometimes to a profound degree, with one another but whose characters are not impugned or intelligence disparaged because of this disagreement. The classroom is not a forum for proselytizing, nor is it a soapbox for

diatribes by either students or faculty. For the academic endeavor to succeed, we must treat each other with civility, courtesy, and respect. All perspectives and questions are welcome, as long as they are impelled by a genuine desire for knowledge, can be articulated thoughtfully, and supported by sound reasoning.

Difficulties: See me immediately.

Students with disabilities: Students with documented disabilities who may need accommodations, who have emergency medical information that the instructor should know of, or who need special arrangements in the event of problems, should let me know as soon as they begin the course, at least no later than the first week of the term.

Written Assignments:

In all assignments you are expected to use outside sources, especially Internet sources to help you in completing your essays. Essays are always due by Monday at 8am.

In this course you will be required to write at least one essay per chapter per week. The essays may be written in an informal style, stating your opinion, with supporting statements. If you are not familiar with the 'essay', per se, as a style of writing, review what you learned in a basic writing class. I will not review what an essay should contain, I will expect you to know this, but if you feel you need help, ask me. All assignments should be submitted in the 'assignments' section of the web ct software, and I expect you to use 'spell check', before submitting your finished copy in a word document. Essays are commonly 1-3 pages in length, but depending on the answer may be more or less, double-spaced is fine. Remember informal is o.k.. You will have to set a tight schedule for writing essays, After reading one chapter choose a review question at the end of the chapter to answer. Read one chapter, write an essay, and repeat the process. Set a reading/writing schedule, keep to it. There are no exams in this course.

At the end of each chapter, is a section titled " Questions for Review and Reflection, you are required to choose one or sometimes two questions to answer in essay form?

Chats: Monday 8-9pm, Thursday 8-9pm, Saturday 9-10am. You must participate in at least one chat per week. Remember to keep the discussions pertaining to class material, and not the weather, or your activities for the weekend. The chats are for you to talk to me in 'real time' about the material in the chapters for that week, or any difficulties you are having with the course. The chats are rapid paced, and some students may struggle with this type of delivery, work with it, you can do it.

Discussions: You must make three substantiate submissions each week. This is an on going 'blog', where you respond to a question that I will pose each week in this section. Do not jump ahead in the discussions; keep to the calendar week at hand. In the discussions, you can respond to other student's statements, ask questions concerning the class or record your own feelings concerning the initial questions posed. If you have a more personal question to pose to me, send me an email and you will get a personal

response. Remember, a good response, does not mean answering 'yes I agree'' to another students statement. You must go further and state why you agree or disagree. Think about your responses, I read them all and may or may not comment on them. I will keep a log of the number of time you comment per week. When you make a comment, include the page number as a reference to help other students. Also remember always to hit reply, never the create button.

### Class reading Schedule

#### Week One

6/16-6/22

Chapters 1-3

Review Questions Due: Pick 1 review question from each chapter

#### Week Two

6/23-6/29

Chapters 4-6

Review Questions: Same as week one.

#### Week Three

6/30-7/6

Chapters 7-9

Review Questions: Same as week two.

#### Week Four

7/7-7/13

Chapters 10-12

Review Questions: Same as week three.

#### Week Five

7/14-7/20

Chapters 13-15

Review Questions: Same as week four.

#### Week Six

7/21-7/27

Chapters 16-18

Review Questions: Same as week five.

#### Week Seven

7/28-8/3

Chapters 19-21

Review Questions; same as week six.

#### Week Eight

8/4-8/10

Chapters 22-24

Review Questions: same as week seven.

Week Nine

8/11-8/17

Chapters 15-27

Review Questions: same as last week.

Week Ten

8/18-8/21

Chapters 28-31

Review Questions: none