

***This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.***

**Course Number:** HIST 2123

**Course Title:** Louisiana History

**Course Description:** This course is a general survey of the history of Louisiana from its earliest known habitation to the present. Prerequisite: BSTD 0113 or placement test. This is an online learning section, requiring students to log on and participate at least three times per week and demands the utmost student self-discipline to keep up with the class.

**College Mission**

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

**College Wide Student Learner Outcomes**

Critical Thinking                      Responsibility                      Communication

**ACTS Course**                       **Program Course**

**ACTS Outcomes**

If this is not an ACTS Course, leave this space blank. Number your ACTS outcomes.

**Program Outcomes**

- 1: Acquiring historical knowledge and the diverse methods of research and means of interpretation.
- 2: Improving students' ability to write and speak clearly and effectively; empowering them to criticize, explore, and develop their own perspectives and interpretations, and to research and support their own logical arguments.
- 3: Discriminating between a primary and a secondary source and their uses in research.
- 4: Obtaining tools to decode, contextualize, interrogate, and derive meaning from primary sources
- 5: Learning how to identify and assess central arguments, themes, perspectives, and theoretical frameworks of secondary sources.

**Course Learner Outcomes**

#	Course Outcomes	Unit Outcomes/ Competencies	ACTS	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
CL O 1	Describe the developments in the period through the statehood in 1812.	I. 1-6.		1	CT 1		R1	Quizzes, Exam.

CL O 2	Analyze the developments of the culture, economics, and politics of Louisiana to 1877.	II. 1-5.		1, 2,3, 4,5	CT 1		R1	Quizzes, Exam.
CL O 3	Analyze and evaluate the causes and consequences of the economic, social, and political developments since 1877.	III. 1-4.		2,3, 4,5	CT 1	C1	R1	Research paper graded with rubric.

### Unit Outcomes/ Competencies

#### *I. Early Louisiana*

Pre-Columbian Louisiana, to 1519  
 The Age of Discovery in Louisiana, 1519-1701  
 The French Encounter Louisiana, 1673-1701  
 Colonial Louisiana, 1701-1763  
 Louisiana after the French and Indian War, 1763-1800

#### *Learning Objectives:*

Identify the different Native American tribes and analyze how the arrival of European explorers affected their communities.  
 Identify the early explorers and leaders of early Louisiana.  
 Analyze the early exploration of the area by the Europeans, and evaluate the cultural impact of life under French and Spanish rule. The development of the distinctive French culture of southern Louisiana during this period will receive special attention.

*Readings from selected articles and the Wall text, pp. 9-102.*

#### *II. The Americans in Louisiana*

The Louisiana Purchase, 1800-1804  
 Statehood for Louisiana, 1804-1812  
 Development of Louisiana Politics and the Early State Economy, 1812-1860  
 The Culture of Antebellum Louisiana, 1812-1860  
 Secession in Louisiana, 1860-1861

#### *Learning Objectives:*

Analyze the annexation of the Louisiana Territory by the United States and the admission of Louisiana as a state in 1812.  
 Evaluate the cultural and political impact of annexation.  
 Understand the course of the state's early social, economic, and political development and also understand how it led the state to secession in 1861.  
 Identify the early leaders of Louisiana in the early years of statehood and the issues the area face.

*Readings from selected articles and the Wall text, pp. 103-195.*

#### *III. Disunion, Reconstruction, and Redemption*

Two Louisianas: The Civil War Across the State, 1862-1865  
 Reconstruction, 1864-1877  
 The Conservative Resurgence, 1872-1890  
 Jim Crow, Agrarianism, and Reform, 1890-1921

#### *Learning Objectives:*

Analyze and evaluate the course of the Civil War in Louisiana and the events of Reconstruction. Identify the key battles, leaders, and controversies of the time period. The occupation of southern Louisiana by Union forces, the battles for northern Louisiana, and how the people of the state struggled with the strain of war will be evaluated. Understand the role of emancipation, the free African-American community, the Creoles, and the struggles of the Reconstruction governments to maintain control amid electoral fraud and disorders such as the Colfax Riot and how the prewar governing elites regained control of state government in 1877 and maintained it afterward. Analyze and evaluate the issues surrounding farmers and minorities in the post-Reconstruction period and attempts to address these issues.

*Readings from selected articles and Wall text, pp. 196-252.*

#### *IV. The Emergence of Modern Louisiana*

- The Rise of Oil, 1901-1928
- The Age of Huey Long, 1928-1935
- Longism: The Long Shadow of Huey Long in Louisiana Politics, 1935-1995
- The Great Depression, 1929-1939
- World War II in Louisiana, 1941-1945
- The Civil Rights Movement in Louisiana, 1928-1977
- Modern Louisiana Emerges, 1945-1979
- The Rise of Two-Party Louisiana, 1979 to the present
- Louisiana after Katrina, 2005 to the present

*Learning Objectives:*

Analyze the conflicting forces that led to the 1921 state constitution and the role of the oil and natural gas industry in the state’s economy and politics.  
 Analyze the administration of Huey Long as governor and U.S. Senator.  
 Evaluate the effects of Long and Anti-Long factions on twentieth-century Louisiana politics.  
 Analyze the major social shifts and reactions, particularly regarding the civil rights movement culminating in the election of Ernest Morial as New Orleans Mayor, the changing economy, and the emergence of the modern Republican Party.  
 Evaluate the impact of natural disasters on social and political developments in the state, particularly Hurricane Katrina.

**Assessment Description(s)**

Exams, quizzes, and research papers will found the primary summative assessments

**Materials and Technological Requirements**

**Class Attendance Policy**

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student’s responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of “WE” if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

**Regular Semester**

- Courses which meet once a week.....2 absences
- Courses that meet twice per week .....3 absences

Courses that meet four times per week.....5 absences

### **Summer Session**

Courses that meet four times per week in a five week session .....3 absences

Courses which meet two evenings per week in a 10 week session.....3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

### Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

### Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

### **Academic Integrity Policy**

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows: :

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.

- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a Student Academic Misconduct Form, written report of the incident, to the appropriate dean.
- The dean will submit form to Vice President for Learning to determine disciplinary action.
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's academic appeals procedure.

### **Equal Opportunity-Affirmative Action Statement**

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

### **Library Services**

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

### **Procedures to Accommodate Students with Disabilities:**

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. VPSS Contact: 870.875.7262

### **The Early Alert System**

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC). Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

### **Behavioral Review Team**

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262 BRT@southark.edu

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