

**HIST 2053 HISTORY OF ARKANSAS****CATALOG DESCRIPTION:**

A presentation of the political, economic, social and cultural development of Arkansas from the arrival of the Native American to the present.

PREREQUISITE:

There is no specific prerequisite for this course.

CREDIT HOURS/CONTACT HOURS/LOAD HOURS:

3/3/3

TARGET AUDIENCE & TRANSFER:

Designed as an elective for students seeking an Associate of Arts degree here at NorthWest Arkansas Community College. HIST 2053 is currently being accepted as a transfer course by the University of Arkansas for students pursuing teacher certification by the Arkansas Department of Education, Social Studies.

GENERAL COURSE OUTCOMES:

By completing this course, the student will:

1. Recognize the names of significant Arkansans and their contributions to the development of this state.
2. Evaluate the more significant events as to their impact on the direction of Arkansas history.

3. Understand the common threads that bind us all together as more informed citizens in this state.
4. Further develop the skills of critical thinking (analysis, synthesis, evaluation), communication (reading, writing), and lifelong learning (curiosity, initiative, openness, research).

REQUIRED TEXTS:

Required reading varies from teacher to teacher, class to class. There is no set "required" general text for this course. However, NorthWest Arkansas Community College currently is using the following books (along with several articles found in the *Arkansas Historical Quarterly*):
Jeannie Whayne, et al., *Arkansas: A Narrative History* (University of AR Press), 2002.

COURSE CONTENT:

UNIT ONE

- I. First Arkansas peoples
 - A. Paleo-Indian Era (9500-8000 BCE)
 - B. Archaic Era (8000-500 BCE)
 - C. Woodland Era (500 BCE to 900 CE)
 - D. Mississippian Era (900-1500 CE)
- II. Indian and European Encounters
 - A. Hernando de Soto (1541-1543)
 - B. French explorations (1673-1686)
 - C. Indians in Early Historic Arkansas
- III. Colonial Arkansas (1686-1803)
 - A. Politics, Diplomacy, and Economy at Arkansas Post

- B. Society at the Post
- C. American Takeover

UNIT TWO

- I. An American Frontier
 - A. First Impressions, New Myths
 - B. Indian Removal
 - II. Territorial Politics
 - A. Personality and Factionalism
 - B. Drive toward statehood

UNIT THREE

- I. The Big Bear State
 - A. Government and Finance
 - B. Society on the southern frontier
 - II. Slavery and Disunion
 - A. Slave Community
 - B. Road to Secession

UNIT FOUR

- I. Civil War Arkansas
 - A. Onset of War, Early Knockout
 - B. Federal Recovery of Arkansas
 - C. A Fight to Survive
 - II. Reconstruction Arkansas
 - A. Republican Rise to Power
 - B. Collapse of Republican Rule

UNIT FIVE

- I. Discontent at the End of the Century
 - A. Sharecroppers world and Bourbon Politics

- B. Growing towns, new jobs
- C. Rural challenge to Bourbon control
- II. Progressivism in the New Century
 - A. Search for order
 - B. Political reform

UNIT SIX

- I. 1920s Arkansas: Tensions in the New Era
 - A. Decline of New South economy
 - B. New Era bigotry: Ku Klux Klan
 - C. New Religious Campaigns
 - D. Reform Politics Continue
 - E. Natural Disasters
- II. The Depression in Arkansas
 - A. Politics of Retrenchment
 - B. Cry from the Cotton
- C. Developing an Arkansas cultural identity

UNIT SEVEN

- I. World War II Heralds New Challenges
 - A. Home front
- B. Second industrial revolution, changes in the land
- II. Life and Politics in Post-war Arkansas
 - A. Efficiency and reform in government
 - B. Modern recreation arrives
 - C. Early Civil Rights Activism

UNIT EIGHT

- I. Civil Rights: Little Rock and Beyond
 - A. Faubus comes to power
- B. Nine students in the eye of the storm

C. Segregationist triumph, moderate backlash

D. 1960s Advances

II. New Politics, New Issues

A. Reform governors

B. Shift to representative government

C. Environmental campaigns

REQUIRED METHODS OF INSTRUCTION:

An overview is presented through a variety of instructional methods which might include lecture, audio-visual materials, field trips, guest speakers, and readings.

REQUIRED FORMS OF ASSESSMENT:

Individual instructors have broad latitude in modeling assessments. However, each instructor will include some form of essay question on the exam(s).