

Annual Assessment

School of Social and Behavioral Sciences University of Arkansas at Monticello

2010-2011

Major Programs of Study

There are five major programs of study within the School of Social and Behavioral Sciences. Two culminate in a Bachelor of Arts degree:

- **History**
- **Political Science**

Two culminate in a Bachelor of Science:

- **Criminal Justice**
- **Psychology**

One culminates in a Bachelor of Social Work:

- **Social Work** (Accredited Professional Degree)

Minors are offered in all of these disciplines, as well as two others in human services and sociology. Course work only is offered in anthropology and geography.

The program submitted for a detailed review this year is **History**.

Mission

The mission of the **School of Social and Behavioral Sciences** is to develop competent professionals, leaders, and socially responsible graduates who can effectively interact with diverse populations, function in multi-disciplinary and technologically advance work environments in their chosen occupations and professions, and serve the citizens of the state the nation and the global community.

1. List the student learning outcomes (goals) for your unit. Include the specific website address where the learning outcomes can be accessed. If your unit has specific accreditation standards please attach these standards; include the name of the accrediting body and the term of the accreditation.

A student who graduates with a Bachelor of Arts in **History** degree from the School of Social and Behavioral Sciences (SSBS) should be able to engage in or have:

- (1) **Research:** Develop comprehensive research skills (both qualitative and quantitative) related to the study of social and behavioral sciences, including the use of appropriate technologies and methodologies to gather, analyze, and communicate research data and results.
- (2) **Critical Thinking:** Develop and use critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments, assumptions, and evidence from the social and behavioral sciences.
- (3) **Grounded Knowledge:** Develop a knowledge and understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences.
- (4) **Presentation Skills:** Develop the skills needed to evaluate and manage information for presentation in academic and professional settings, i.e. to present findings in front of groups of faculty and peers in a comprehensive and convincing manner.
- (5) **Self-Awareness:** Develop an understanding of self and the world by examining the content and processes used in social and behavioral sciences, including participating in Horizon Program events that take students to visit different locations not only within Arkansas, but throughout the United States and in Europe and Africa.
- (6) **Preparedness for the Workforce:** Be prepared to enter the workforce with the communication and leadership skills needed for success in careers in the social sciences, government and/or teaching, as well as preparation for graduate and professional studies.

Student Learning Outcomes can be accessed at: http://www.uamont.edu/Social_and_Behavioral/

2. Demonstrate how your unit's specific student learning outcomes (goals) are linked to the mission of UAM. Please use your enumerated list from Question 1 to complete the section to the right.

| UAM MISSION STATEMENT | Comments |
|---|------------|
| The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth understanding through scholastic endeavor. | 2, 5 |
| The University seeks to enhance and share knowledge to preserve and promote the intellectual content of society and to educate people for critical thought. | 1, 2 |
| The University provides learning experiences that enable students to synthesize knowledge, communicate effectively use knowledge and technology with intelligence and responsibility and act creatively within their own and other cultures. | 1, 2, 4, 5 |
| The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts basic and applied sciences selected professions and vocational/ technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula certification programs and vocational/technical education or workforce training. | 6 |
| The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development. | 3 |
| | 5 |

3. Provide specific evidence of the ways that your unit communicates student learning outcomes to prospective and current students (Examples: website catalog syllabi and brochures).

The School of Social and Behavioral Sciences communicates the SSBS Student Learning Outcomes (SLOs) and expectations (both by and for the student) to **prospective students** for all SSBS majors (including History) in the following ways:

- Prospective students, including those interested in majoring in History, are contacted by the School of Social and Behavioral Sciences by **letter** in response to recruitment lists provided by the University and/or students attending orientation sessions hosted by the university. These individuals are encouraged to visit with faculty during office hours, sit in on lectures and/or attend orientation meetings hosted by the department at the beginning of the fall semester.
- For those students that have already designated their interest in majoring in History, the SSBS sends out **recruitment letters** addressing a specific interest in the field of History and how UAM prepares them for their future.
- Direct contact is made to prospective students through **departmental displays** manned by representatives of SSBS at UAM campus-wide events connected with Homecoming, Parents Day, Weevil Welcome Days, etc, whereby students are offered informational material related to studying History in the School of Social and Behavioral Sciences.
- Additionally, the SBSS produces **brochures** (displayed on bulletin boards throughout the MCB building, and **fact sheets** about careers in the field of History. These are available in the School of Social and Behavioral Sciences main office, on request. See Appendices 1 and 2.

Once in the major, students are primarily concerned about the SLOs associated with their individual courses. While all History courses adhere to the general SLOs outlined in Question 1, each class has specialized goals and objectives associated with the course structure of individual courses. These course-specific SLOs are communicated to current students in the following ways:

- Upon entering the SSBS, new students are advised of the expected learning outcomes by their faculty advisors and/or by the dean during their initial **registration** and often during subsequent preregistration cycles verbally. Additionally, students are issued a History-based **8-semester plan** (see Appendix 3), which outlines the required courses needed to graduate with a Bachelor of Art in History. These tactics, when combined, are designed to ensure that students understand what is expected of them and are able to track their progress while studying at UAM.

Students and the general public can view SSBS SLOs by accessing previously posted Assessment Reports at http://www.uamont.edu/Social_and_Behavioral/

To help retain students, SSBS has created a mentoring program for students who self-identify as needing academic assistance. This mentoring program uses successful upperclassmen to provide information and modeling of study skills and generally sharing successful approaches to adjusting to college life. The effectiveness of this program is currently being evaluated.

4. Provide specific evidence of how your unit assesses whether students have achieved your unit's student learning outcomes. (Examples: pre/post tests post tests capstone courses surveys graduation rates etc.) Address historical patterns or trends.

The History faculty strives to help History majors achieve the SSBS SLOs set for them. To this end, they have created a curriculum that leads students through a series of specific classes that sequentially develops information bases and skills needed to meet SLOs. When taken in sequence, students progress logically through skill sets that help them improve their research and critical thinking skills, which in turn translate into a grounded knowledge of History, an enhanced potential for graduate study and preparedness for the workforce.

History majors develop SLOs through a range of activities, both inside and outside of the classroom. Skills related to the development of the student's research, writing and critical thinking capabilities come with experience and the completion of writing assignments adhering to strict referencing policies, analytical research encompassing the most recent findings, and comprehensive exams. The essential vocabulary and basic concepts of History are gained in the required (core) introductory courses. Writing and research skills, as well as the ability to interpret the type of data that historians encounter and work with are developed as part of the Historiography course (HIST 3513). There is also the opportunity for some students to pursue independent study of History under the tutelage of one of the faculty members.

A product of these activities is often a scholarly paper. Students are encouraged to present their papers to History conferences at the state, regional and national level. UAM students have recently been very successful with the acceptance of papers at the conference for Alpha Chi, the national History Honor Society. Also during the 2008-09 academic year, eleven students within the School of Social and Behavioral Sciences became charter members of the Alpha Nu Zeta chapter of the **Phi Alpha Theta History Honors Society** during the 2007-2008 academic year. Phi Alpha Theta requires an overall grade point average of 3.0, and 12 earned credit hours in history. The Phi Alpha Theta Chapter at UAM received the distinguished **National Chapter of the Year** award again this year for the fourth consecutive year.

When completed, the History curriculum is meant to provide students with:

- **Comprehensive and Accurate Research Skills**
- **Efficiency in Oral Presentations**
- **Grounded knowledge**
- **Preparedness for the Workforce/Graduate School**

Pre/Post Tests

In History, the assessment process is specific to the individual courses taken and is outlined on the respective syllabus handed out on the first day of class. Given the nature of History curricula in general, there is no unitary content to be assessed pre- or post-completion except within an individual course. With only four faculty members teaching the entire course curriculum, and given that they work with the same student group semester after semester, it is possible to monitor the general academic

achievement of individual students over the course of their degree program and make decisions accordingly.

Capstone Courses

Capstone course are not used in the History department. This does not mean that History majors are not encouraged to produce research projects similar to those found in capstone courses. With regard to the core philosophy underpinning the department’s curriculum standards, the History department offers a changing compendium of factual information which is necessary to be a Historian. But the major objective is to inculcate in our students a way of thinking about historical events that is both creative and logical. These critical thinking skills are applied in every course in the curriculum, but are most evident in the Historiography course.

The intention is that students will use the skills they acquire in this class to write better papers in their upper-division classes. These can lead to student research papers that are worthy of submission to meetings and conferences for presentation to peers. This experience is tantamount to a capstone experience although it sometimes occurs earlier in the career of some students.

Graduation Rates

Graduation rates also serve as one of the Unit’s evidence of whether students have achieved the School’s SLOs. Table 1 reports the number of students who graduated with a baccalaureate degree in History between the academic years of August 2006 through May 2011.

**Table 1
Baccalaureate Degrees Awarded in History
August 2006 –May 2011**

| | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
|----------------|------------------|------------------|------------------|------------------|------------------|
| History | 5 | 15 | 7 | 14 | 7 |

**Table 2
Honor Graduates by Major
Five-Year Profile
2006-2011**

| | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|-----------------------|---------|---------|---------|---------|---------|
| <i>History</i> | | | | | |
| Cum Laude | 0 | 1 | 2 | 1 | 2 |
| Magna Cum Laude | 1 | 1 | 2 | 2 | 0 |
| Summa Cum Laude | 0 | 0 | 0 | 0 | 0 |
| <i>Total</i> | 1 | 2 | 4 | 3 | 2 |

5. Provide evidence of the measures of student performance that your unit collects and analyzes regularly (Examples: retention rates/pass rate for classes, teacher made tests, research papers, recitals, field experiences etc.). Give specific examples of how analyses of student performance have been used to improve unit decisions.

Annual Enrollment Rates by Major

In the History department, enrollment has remained consistently and slightly increasing, ranging between 35 students in 2007 to 44 students in 2010.

**Table 4
History Enrollment Figures
Fall Terms 200-2010**

| | 2007 | 2008 | 2009 | 2010 |
|---------|------|------|------|------|
| History | 35 | 38 | 40 | 44 |

**Table 5
History Majors by Classification
Fall 2010**

| Major | Classification | Total |
|---------|----------------|-------|
| HISTORY | Freshman | 15 |
| | Sophomore | 11 |
| | Junior | 8 |
| | Senior | 10 |
| | Total | 44 |

Teacher Made Tests and Research Papers

In the History department, the assessment process is specific to the courses, since no pre-post testing is used. Curricular evaluation has always been done on a course by course basis where student learning outcomes are assessed against the criteria set forth for the course by the instructor. Passing each course suggests proficiency with the material presented in that course and thereby prepares them for their upper-division courses. Writing is extensively used as a way to assess not only content knowledge but also the ability to think and compose those thoughts coherently. Writing is included in both exams and papers which are required for History courses.

Changes Related to Student Performance

Based on feedback from the course assessment elements, especially the written components, the History faculty has begun to provide definitions and examples of plagiarism along with an explanation of the

problem with this behavior. This emphasis on academic ethics has resulted in a decrease in plagiarism over the past two years.

6. Provide specific evidence of how your unit utilizes information other than student performance to determine necessary unit decisions. Describe how your unit analyzes and selects a course of action. Attach documentation that supports your determination. (Examples: senior surveys alumni surveys professional meetings minutes from faculty or committee meetings etc.)

Student survey results have been used but no statistical evidence is offered in this section due to the fact that the SSBS Senior Survey is currently being revised and piloted for use in the 2012 Spring semester. There are nevertheless other ways that unit decisions are based on student involvement and interaction.

Informal Meetings with Students

The Dean of SSBS is in daily contact with students who have questions or concerns about such issues as changes in curriculum, opportunities post-graduation, faculty availability, etc. Discussions are underway to find ways to formalize this type of student interaction and feedback, i.e. through public meetings and official letters sent from the SSBS. One step has already been taken in this direction. During the 2009 spring semester, students that made the Chancellor/Dean's list were sent letters asking them to consider serving as a mentor for incoming freshman and sophomores in the SSBS. The intention is two-fold. Firstly, these volunteers (who will each earn a certificate of service at the end of the academic year to put in their resumes) will help orient new students into the program. Secondly, it will help with student recruitment and retention, since each incoming group of students will become aware of the opportunities in the school, will become involved and will ultimately serve as the mentors of future incoming freshman/sophomores.

Senior/Alumni Surveys

The results from the most recent senior survey were presented in last year's assessment report. The problem with these results is that the senior survey is one of the weakest aspects of the SSBS evaluation model. Specifically, while the existing survey touches on many of the stated Unit SLOs, it does not provide reliable quantitative information about whether or not students have actually achieved the desired skills. Because of this, a committee has been reconvened to formalize the draft survey that was formulated in the last two years but never implemented. The revised survey is essentially complete and currently being prepared for electronic administration rather than the paper/pencil form.

Faculty Meetings

Faculty members of each division frequently meet for **impromptu divisional meetings**, both formally and informally, to discuss student performance on measures such as teacher made tests, textbook adoption and other course assignments. **Departmental meetings** are held approximately once a month and allow the entire school to meet and discuss issues that impact all SSBS students and faculty, including student retention, undergraduate research initiatives, conference participation, registrar deadlines and conference reports. Each fall, one of these meetings is held jointly with the Provost and Chancellor in attendance. They ask and answer questions in an open way so that any issues regarding the program can be discussed. This has led to several changes in program implementation.

7. Based on your answers to Questions 5 and 6 regarding student learning outcomes prioritize your unit's future course of action. Include plans for what will be done by whom to what extent and how often.

The History program has been very involved in off-campus learning experiences for several years. Based on student feedback the availability of travel/study programs has been increased. This year student trips with History faculty accompaniment were scheduled for Hawaii, Egypt, and a Southern Civil Rights tour including Selma, Birmingham, Atlanta and Memphis. Curriculum changes were not indicated as desirable by students.

8. Specifically describe how your unit involves students directly in the assessment process.

While this assessment report is focused specifically on the psychology department, this discipline is still part of the SSBS and as such, psychology students are able to participate in all of the following:

- **Student Evaluations** are distributed in all classes towards the middle-to-end of each semester. These evaluations are anonymous and ask the student to provide both qualitative and quantitative analysis of their instructor and the specific course taken during that semester. This information is returned to the individual faculty member after final grades for that semester have been finalized and after being perused by the Dean. Both quantitative and qualitative questions are used in these surveys ranging from study habits to questions related to the overall effectiveness of the professor, including his/her concern for the student, his/her capacity to lead class discussions and the type of feedback provided on the assignments when the assignments are returned to the student. At the end of the survey, students are given the opportunity to write individual comments about any aspect of the course. This information is then used by the individual faculty member to continually improve his/her course syllabi and expectations to better meet the needs of the student without compromising the objectives held for class assignments/tests.
- The History honor society, Phi Alpha Theta, has two faculty advisors. This society through its close relationship with its advisors communicates monthly the concerns of students in the program.
- Students are included in the assessment of the departmental decisions at the time when new faculty is interviewed and hired. During the interview process, each candidate must give a **lecture** to a class in the department that they will be teaching, if hired. At the end of the lecture, students can ask questions about the lecture that they just heard, or alternatively about the way that the person being interviewed envisions their role as a university professor. A new tactic has been to organize actual question and answer sessions with students, to give some of the better students in the school the chance to have input into the type of professors that are hired to teach the courses that they will need to graduate.

9. Describe and provide evidence of the efforts your unit is making to retain students in your unit and/or at the University

The SSBS is engaged in several programs/methods to help retain students in psychology specifically, and school more generally. These include:

- **Academic honor societies** have been established and reorganized this year to help build a social cohesion to our student body and to help retain our high achieving students. A national chapter of the Phi Alpha Theta History Honor Society was established for the first time on the UAM campus in 2008 and has won the award as ‘Best Chapter in the Nation’ four years consecutively
- Two initiatives that are currently being considered from this committee is the establishment of a **SSBS mentoring program**, where our upper-division majors will meet with the new recruits (we have added three new majors in the last week from the freshman/sophomore classes) and give them advice about how to succeed in the department and work to their best potential throughout their academic career. For this, they will receive a *Certificate of Service to the Department* before graduation. Other debates revolve around finding ways to help SSBS students understand what plagiarism is and learn how to reference properly to avoid these problems.
- Students can pursue **Independent Undergraduate Research Projects** under the supervision of a number of SSBS faculty members. The majority of these projects have been presented at state, regional and national conferences, in both undergraduate and professional settings.
- The **Annual Awards Banquet**, where outstanding seniors (and a limited number of other students that have gone above and beyond what is expected of them) are brought together and honored for their academic achievements and/or their service to the school
- **Academic Achievement Letters** are currently being drafted to be sent in future semesters to students that excel academically, whether they make the Chancellor or Dean’s lists or they present a paper at a conference. These letters can then be put into their portfolios and used to promote themselves for jobs, graduate school or law school.
- The SSBS **Horizons Program** offer students more travel/study opportunities than previously, which helps personally engage them in their studies and expands their knowledge of the world. The confidence and knowledge that they gain on these trips has been found to help retain students toward graduation, but also to prepare them for their careers after graduation.
- **Graduate/Professional School Forum** gives students the chance to interact with professors and professionals in various fields to discuss the choosing of schools, the application process, GRE/LSAT test tips and study guides and the study within and survival skills necessary for successful graduate studies. Students from every classification (freshman-senior) may attend. This forum provides a way for students to understand that the faculty and staff in the SSBS care to see them succeed to the point of graduation and beyond.

Conclusion

The history department is fully staffed with four very qualified and gifted teachers in the History program (all with Ph.D. degrees). Each of these individuals has been recognized for his excellence in History. Dr. Bill Shea was the recipient of the J. G. Ragsdale Book Award of the Arkansas Historical Association and the Fletcher Pratt Literary Award for the best book published on the American Civil War in 2009 from the Civil War Round Table of New York. Dr. Clint Young won Best Paper/Presentation Award for a paper he presented at the Arkansas Association of College History Teachers. Kyle Day has published two texts and was awarded a fellowship to attend the W.E.B. Dubois Institute at Harvard University. The Phi Alpha Theta History Honors Society, which was established in 2007, won the “National Chapter of the Year” honors two years running. Day, Shea and Young moreover each received a UAM faculty research grant. Dr. Rich Corby, in addition to his excellence in teaching, remains one of the most successful faculty members in securing grants at both the state and federal levels. His efforts have produce NEH funding for taking students (mostly school teachers) on travel/learning trips to Egypt and South Africa in the last two years.

MORE THAN YOU'D EXPECT

The School of Social and Behavioral Sciences encompasses a wide variety of disciplines that study human history and behavior in society. But you educational experiences won't be limited to the classroom. Beyond traditional courses in these areas, we offer opportunities to...

...explore the mysteries of ancient Indian archaeological sites...discover national politics firsthand through field studies in Washington, D.C.... tour historic Civil War battlefields or a World War II battleship...ride with law enforcement officers and observe legal proceedings in a court of law and other fields of study through Horizon programs.

You'll have the opportunity to hear and meet distinguished lecturers from all over the world. And, you'll have the opportunity to conduct undergraduate research in a variety of areas.



UAM is your pathway to your future through education.

If you want more information about the School of Social and Behavioral Sciences at UAM, please visit or contact us.

Social and Behavioral Sciences

562 University Drive
P.O. Box 3619
Monticello, AR 71646
Phone: 870-460-1047
Fax: 870-460-1087

Or visit us at:
http://www.uamont.edu/Social_and_Behavioral/



School of Social and Behavioral Sciences

The University of Arkansas
Monticello * McGehee * Crossett

UAM





Our Degrees

The School of Social and Behavioral Sciences offers the Bachelor of Arts Degree in History and Political Science as well as the Bachelor of Science Degree in Criminal Justice and Psychology, and Bachelor of Social Work.

History

As a history major, you will study both world and American history, from the beginnings of civilization through modern times. Our faculty are nationally recognized scholars in Arkansas history as well as the history of the Civil War, colonial America, Great Britain, and Africa.

Political Science/Pre-Law

Political Science is the study of government, politics, and the law from both an American and global viewpoint. Students who choose this major will have career opportunities in law, public administration, or politics.

Criminal Justice

One of the hottest degrees in the field of social science, a degree in criminal justice opens a wide choice of career opportunities, including law enforcement, corrections, probation and parole, human services, and the courts. Criminal Justice majors may also apply to law school or other graduate programs.



Social Work

Much like criminal justice, social work is a high growth field filled with career opportunities. A social work degree may lead to a career with state agencies such as the Department of Human Services as well as jobs in schools, hospitals, mental health centers, and homes for aging. The field is wide open for licensed social workers, and should you decide to obtain a master's degree, your opportunities will only expand.

Psychology

Psychology is the always fascinating, sometimes surprising, study of human behavior. You may study early psychology and the life-span of human development or physiological psychology, including the workings of the human brain and how people learn. A degree in psychology will open career opportunities in law enforcement, private industry, and government.

APPENDIX 2

Departmental Fact Sheets, Psychology

Majors/Minors Offered

School of Social and Behavioral Science

Programs Offered

Majors

- Criminal Justice
- History
- History and Social Studies (teaching related)
- Political Science
- Psychology
- Social Work (accredited)

Minors

- Criminal Justice
- History
- Human Services
- Political Science
- Psychology
- Sociology

Course work available in Anthropology, Geography and Sociology

School Highlights

- University recognition for faculty excellence in teaching
- Multiple opportunities for student and faculty interaction
- Small class size
- National field study opportunities
- Internships for selected majors
- Rapid growth of criminal justice and social work majors
- CSWE accredited Social Work Program
- Student organizations include Psychology Club, Social Work Club (M.A.D.) Phi Alpha National Social Work Honor Society, and American Criminal Justice Association-Lambda Alpha Epsilon.

Graduates from the School of Social and Behavioral Sciences will gain the following student learning outcomes:

- (1) **Research:** Develop comprehensive research skills (both qualitative and quantitative) related to the study of social and behavioral sciences, including the use of appropriate technologies and methodologies to gather, analyze, and communicate research data and results.
- (2) **Critical Thinking:** Develop and use critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments, assumptions, and evidence from the social and behavioral sciences.
- (3) **Grounded Knowledge:** Develop a knowledge and understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences.
- (4) **Presentation Skills:** Develop the skills needed to evaluate and manage information for presentation in academic and professional settings, i.e. to present findings in front of groups of faculty and peers in a comprehensive and convincing manner.
- (5) **Self-Awareness:** Develop an understanding of self and the world by examining the content and processes used in social and behavioral sciences, including participating in Horizon Program events that take students to visit different locations not only within Arkansas, but throughout the United States and in the United Kingdom.
- (6) **Preparedness for the Workforce:** Be prepared to enter the workforce with the communication and leadership skills needed for success in careers in the social sciences, government and/or teaching, as well as preparation for graduate and professional studies.

For More Information

P.O. Box 3619
Monticello, AR 71656
(870) 460-1047
Webpage: http://www.uamont.edu/Social_and_Behavioral/

APPENDIX 3

8-Semester Plans for History

Bachelor of Arts degree in History
Recommended Sequence of Courses*
Fall Semester Start Date

A student who begins in spring or summer should see his/her advisor or Unit Head for an alternate Sequence of Courses.

| First Year, Fall Semester (15 hours) | | Credit Hrs. |
|--------------------------------------|--------------------------------------|-------------|
| PSY 1013 | Introduction to Psychology <u>or</u> | |
| SOC 2213 | Introduction to Sociology | 3 hours |
| HIST 1013 | Survey of Civilization I | 3 hours |
| ENGL 1013 | Composition I | 3 hours |
| MATH | 1000-level Mathematics | 3 hours |
| | Minor | 3 hours |

| First Year, Spring Semester (16 hours) | | Credit Hrs. |
|--|--------------------------------|-------------|
| HIST 1023 | Survey of Civilization II | 3 hours |
| SPCH | Speech Requirement** | 3 hours |
| ENGL 1023 | Composition II | 3 hours |
| | Science Course w/Laboratory*** | 4 hours |
| | Minor | 3 hours |

| Second Year, Fall Semester (16 hours) | | Credit Hrs. |
|---------------------------------------|--------------------------------|-------------|
| | Science Course w/Laboratory*** | 4 hours |
| ART 1053 | Art Appreciation <u>or</u> | |
| MUS 1113 | Music Appreciation | 3 hours |
| HIST 2213 | American History I | 3 hours |
| ENGL 2283 | World Literature I <u>or</u> | |
| ENGL 2293 | World Literature II | 3 hours |
| | Minor | 3 hours |

| Second Year, Spring Semester (15 hours) | | Credit Hrs. |
|---|----------------------------------|-------------|
| HIST 2223 | American History II | 3 hours |
| | Minor | 3 hours |
| | Math/Science/Technology Elective | 3 hours |
| | Humanities Elective | 3 hours |
| | B. A. Identity Requirement | 3 hours |

| | | |
|--|------------------------------------|-------------|
| Third Year, Fall Semester (15 hours) | | Credit Hrs. |
| HIST | American History (Upper Level) | 3 hours |
| HIST | Non-American History (Upper Level) | 3 hours |
| HIST 3513 | Historiography | 3 hours |
| | Minor | 3 hours |
| | Foreign Language | 3 hours |
| Third Year, Spring Semester (15 hours) | | Credit Hrs. |
| HIST | Non-American History (Upper Level) | 3 hours |
| HIST | American History (Upper Level) | 3 hours |
| | Minor | 3 hours |
| | Foreign Language | 3 hours |
| | B. A. Identity Requirement | 3 hours |

| | | |
|---------------------------------------|------------------------------------|-------------|
| Fourth Year, Fall Semester (16 Hours) | | Credit Hrs. |
| HIST | American History (Upper Level) | 3 hours |
| HIST | Non-American History (Upper Level) | 3 hours |
| | Electives | 10 hours |

| | | |
|---|-----------|-------------|
| Fourth Year, Spring Semester (16 hours) | | Credit Hrs. |
| | Minor | 3 hours |
| | Minor | 3 hours |
| | Electives | 10 hours |

*This suggested Sequence of Courses fulfills the requirements of Act 1014 of the 85th General Assembly.

**Speech Requirement can be met by taking one of the following courses: (1) Public Speaking; (2) Business and Professional Speech; or (3) Interpersonal Communication.

***Sciences must represent two of the following three groups: (1) Astronomy w/Laboratory or Earth Science w/Laboratory; (2) Biological Science w/Laboratory; or (3) Chemistry w/Laboratory or Physics w/Laboratory.

NOTE: UAM requires all students seeking a Bachelor of Arts degree to complete six hours of one foreign language and six hours of courses known as the B.A. Identity Requirements courses. Courses to satisfy this Identity Requirement are listed in the current catalog.

Appendix 4 Course Syllabi

UNIVERSITY OF ARKANSAS AT MONTICELLO
HISTORY #3593-91
ARKANSAS HISTORY ONLINE
FALL 2011

J.K. Day, Ph.D.

OFFICE: MCB #311

TELEPHONE: (870) 460-1887

CONSULTATION HOURS & EMAIL: I will log onto the Arkansas History Blackboard course module everyday to check my email and assignments postings. The most expedient way to contact me is through the Blackboard module email.

SKYPE: JohnKyleDay

OFFICE HOURS: Mondays through Fridays: 1:00-3:00 P.M.

COURSE PREREQUISITES: HIST 2213 or HIST 2223

COURSE DESCRIPTION AND OBJECTIVES

This course is an introduction to the breadth, sweep, and drama of Arkansas History. We will study the cultural, diplomatic, economic, political, and social development of the Arkansas people from the prehistoric era through the present day. This course will encourage you to learn just what exactly happened, make sense of these facts by relating them to one another, and place these relationships into a meaningful whole that connects our state's history to that of our larger nation and the world. We will consider various themes that transform Arkansas society and culture, and study how different people in the state have struggled for identity and coexistence. During this course, you will be asked to think like an historian: to objectively consider the evidence presented and then reach your own conclusions about individual events, as well as the era in entirety. We will thus consider Arkansas history on its own terms, and then reach our own conclusions with the benefit of a broadly based historical perspective.

Success in this course will require you to make sustained independent intellectual efforts in reading and comprehensive note taking. A primary challenge for you will be to clearly identify and understand the links, common themes, information, and unique perspectives within the respective class resources. That is, the reading and online lecture notes will often confront you with multiple interpretations of the past. The reading essays, examinations and written essay will thus allow you to demonstrate your comprehensive understanding of the material.

READINGS

In order to succeed in this course, it is imperative that you acquire access to the assigned readings, which are available for purchase at the UAM bookstore. You can also see the list at <http://www.uamont.edu/student.htm>. You are responsible for familiarizing yourself with the assigned readings as stipulated in the class calendar. You should have the reading completed and be prepared to form opinions, start asking questions, and proactively participate in the online discussion essays before you log on the dates stipulated herein. I suggest that you both try to read ahead, take extensive notes while you are reading, and then incorporate these notes into those that you read online, which will help you to stay up to speed and succeed in this course. The due dates for each reading are listed below in parentheses and in the class calendar.

REQUIRED READINGS
(due dates also listed in the class calendar)

1. Trey Berry & John Kyle Day, *Arkansas History: A Collegiate Reader* (due dates specifically listed in the class calendar).
2. Kathleen Duval, *The Native Ground: Indians and Colonists in the Heart of a Continent* (9/12).
3. Mark Christ, *Civil War Arkansas, 1863: The Battle for a State* (10/14).
4. John Howard, *Concentration Camps on the Home Front: Japanese Americans in the House of Jim Crow* (11/7)
5. Elizabeth Jacoway, *Turn Away Thy Son: Little Rock, The Crisis That Shocked The Nation* (11/22).
6. Nelson Lichtenstein, *The Retail Revolution: How Wal-Mart Created A Brave New World of Business* (12/2).

GRADING

The grading for this course will be determined by your performance on a mid-term examination given Friday, September 30, 2011, in MCB #207, FROM 1:30-2:30 P.M., a review essay due October 21, 2011, the average of your weekly participation on essays responses to the assigned readings, and a final examination given Thursday, December 15, from 1:30-3:30 P.M. in MCB #207. Each will be worth one-fourth or 25 percent of your grade. The examinations will consist of answering a series of multiple choice, matching, and short identification questions, combined with writing a comprehensive essay. The review essay will entail writing a comprehensive answer to a particular question offered by the instructor. This essay will be submitted within Blackboard's "Writing Assignments" module (Please do not email these papers to me using my regular UAM email address). The remaining 25 percent of your course grade will be determined by your participation throughout the semester on written assignments which will be distributed and turned in on a weekly basis to the same module. The grading scale follows university standards: A (100-90), B (89-80), C (79-70), D (69-60), F (59>).

IMPORTANT NOTICE: You are required to take these examinations with a large scantron (mini-essay book, Form 886-E) and #2 pencil, which are available for purchase at the bookstore. Your examinations will be taken on the UAM Campus in MCB 207. You must understand that you will be required to make two trips to the UAM campus during this semester. If you cannot travel to the campus for any reason, then please do not take this course. By enrolling in Arkansas History Online, you agree to take two exams on the UAM campus. The schedule for these exams is shown above. You are required to bring with you and show a government-issued photographic identification card—such as your Arkansas Driver's License—before you will be allowed to take the examination.

For those students who find it necessary to make up class work due to absences, my make-up policy stipulates that every student is entitled to make-up class work/examinations that they have missed due to absence. Please remember that all make-up class work/examinations will be taken the last day of the semester, Friday, December 9, 2011 from 1:00-3:00 P.M. in MCB #207.

TECHNICAL SUPPORT INFORMATION

You are advised to have Adobe Acrobat Reader installed on your computer as well as the latest version of Microsoft PowerPoint Reader. These programs are required for your online participation and are free to install. Most of your written material, however, must be written and submitted in the latest version of Microsoft Word 2007; no other format will be accepted. If you do not have this latest version installed on your computer, you will not be able to open my assignments and documents, so it is imperative that you have this version installed as soon as possible. For minimum technology requirements, visit:
<http://kb.blackboard.com/pages/viewpage.action?pageId=38830689>

Issues with Blackboard:

Contact Office of Academic Computing; phone 870-460-1036.

Open Monday-Friday, 8 a.m.-4:30 p.m.

Help Desk at blackboard@uamont.edu or phone 870-460-1286.

The computer section in the Library is open during regular Library hours. Click here to see when the Taylor Library is open: <http://www.uamont.edu/library/>

Issues with Email: Contact the Office of Information Technology; phone 870-460-2036; open Monday-Friday, 8 a.m. – 4:30 p.m.

The Student Handbook for Distance Education is available at the following link:
<http://www.uamont.edu/AcademicComputing/>

Please remember that all technical related issues should be directed to the above addresses. They are much better trained and equipped to help with these types of issues.

GRADE NOTIFICATION, CLASS COMMUNICATION, & PARTICIPATION

UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu/>. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGhee.

Please be aware that I will regularly communicate with you on the Blackboard email system. In this class, therefore, your email will be considered an official means of communication. You should, therefore, check your account at least once every weekday for the latest news pertaining to the university in general and this class in particular.

Your participation grade will be based on your responses to the discussion postings that are regularly posted during the term on the assignment page. The more that you keep up with your reading, the more that you produce thoughtful and complete answers that conform to proper standards of writing style, the more that you participate in a helpful, positive manner, and the more closely that you follow directions and take your answers seriously, the higher will be your participation grade. As you can see, it is in your best interest to actively participate in online assignments on a regular basis. This will not only allow you to be better prepared for the examinations, but will also demonstrate that you are engaged and putting forth effort in the course. We will be moving very quickly through the semester, so it is imperative for those who wish to perform well to read ahead, take comprehensive notes, and participate online on a regular basis. I have full faith in the ability of each of you to succeed in your studies. Should you have any questions regarding either this course or your larger scholarly pursuits, please feel free to discuss the matter with me. I will hold regular office hours and will gladly discuss with you the ways and means of success.

The most important thing to remember that *you* are an active participant in this course and that *your* performance is completely *your* responsibility. This can be a great course, but only if you actively work to make it so. It is all too easy to just check-in, hunker down, just let the weeks drift by, and then find yourself in a predicament as we come to the conclusion of the semester. We will be having a number of class notes, discussions, and readings. It is your responsibility to master all of these resources and incorporate them into a meaningful whole.

Regular postings are strongly encouraged. I will not entertain discussions concerning course performance and/or grades from those students who have not demonstrated regular postings and participation. A great many of our on-line sessions will consist of a discussion of the particular assigned readings for that week or some other related exercise, so please be ready to actively participate every week.

CODE OF CONDUCT

You are expected to conduct yourself in a civil manner, respectful of yourself, the instructor, and your colleagues. You are, moreover, expected to read and be familiar with the UAM Conduct Code, found in the UAM 2009-2011 Catalog. UAM defines disorderly conduct as "Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of

others.”¹ If you fail to follow the Conduct Code, furthermore, you will be subject to the disciplinary sanctions stipulated therein.

ACADEMIC HONESTY

Cheating, plagiarism, or any other form of academic dishonesty will be taken very seriously. Academic dishonesty includes, but is not limited to:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student’s paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: Plagiarism is defined as adopting and reproducing as one’s own, to appropriate to one’s use, and to incorporate in one’s own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, such actions will result in any and/or all of the following: failure of the exam, failure of the course, and dismissal from the University with the infraction noted upon your permanent transcripts. Please see the current UAM catalog for specific regulations.

STUDENTS WITH DISABILITIES

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to Federal law and the University’s commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall, Room # 120; telephone #870-460-1026; TDD #8701626; Fax #870-460-1926. If you require accommodations because of a disability, medical condition, etc., please contact me immediately so we can make the necessary arrangements.

LIBRARY RESOURCES

Taylor Library provides many excellent resources for students who wish to conduct outside reading and research. Our library is also an excellent place to study. If you find distractions make it difficult for you to study at home or any of your other haunts, I encourage you to find a nice quiet corner at the library to study. I am sure that you will find the atmosphere both productive and relaxing. The professional staff will be happy to help you locate any outside resources that you may want to pursue, but remember that no outside readings and/or research are required for this course.

¹ See UAM 2011-2013 Catalog, pp. 40-48.

SCHEDULE
(Dates Subject to Change)

August 24-26: Introduction & Orientation

August 29-September 2: *The Search for Identity: Bear State, Land of Opportunity, or the Natural State? The conflicting/competing reputations of Arkansas and Arkansans (or Arkansawyers?); Arkansas' Peculiar Geography.*

FRIDAY, SEPTEMBER 2: ASSIGNMENT #S 1 & 2 DUE

September 7-9: *The Amerindians of Arkansas and the Arrival of Europeans: interaction, conflict, and change.* REQUIRED READINGS: *Collegiate Reader*, pp. 1-54.

FRIDAY, SEPTEMBER 9: ASSIGNMENT #3 DUE

September 12-16: *U.S. Territory and the Road to Statehood.* REQUIRED READINGS: *Collegiate Reader*, pp. 55-116; Duval, in entirety.

FRIDAY, SEPTEMBER 16: ASSIGNMENT #4 DUE

September 19-23: *Antebellum Arkansas.* REQUIRED READINGS: *Collegiate Reader*, pp. 117-172.

FRIDAY, SEPTEMBER 23: ASSIGNMENT #5 DUE

FRIDAY, SEPTEMBER 23: MID-TERM STUDY GUIDE DISTRIBUTED

FRIDAY, SEPTEMBER 30: 1:30-2:30 P.M.: MID-TERM EXAMINATION (MCB #207)

Please bring a large scantron (mini-essay book, Form 886-E) and #2 pencil.

October 3-21: *Arkansas in the Civil War and Reconstruction: Divided Loyalties.* REQUIRED READINGS: *Collegiate Reader*, pp. 173-278; Christ, in entirety.

FRIDAY, OCTOBER 7: OUT-OF-CLASS ESSAYS DISTRIBUTED

FRIDAY, OCTOBER 21: OUT-OF-CLASS ESSAYS DUE BY 3:00 P.M.

October 24-November 4: *Arkansas in the New South: Land of Missed Opportunities.* REQUIRED READINGS: *Collegiate Reader*, pp. 279-430.

November 7-11: *The Great Depression Hits Arkansas Hardest; Wartime Changes.* REQUIRED READINGS: *Collegiate Reader*, pp. 431-459; Howard, in entirety.

FRIDAY, NOVEMBER 11: ASSIGNMENTS 6 & 7 DUE

November 14-22: *The Land of Opportunity in postwar America.* REQUIRED READINGS: *Collegiate Reader*, pp. 461-520; Jacoway, in entirety.

TUESDAY, NOVEMBER 22: ASSIGNMENT #8 DUE

November 28-December 9: *The State Comes of Age: Late Twentieth Century Arkansas.* REQUIRED READINGS: *Collegiate Reader*, pp. 521-606; Lichtenstein, in entirety.

Friday, December 9: ASSIGNMENT #9 DUE

FRIDAY, DECEMBER 9: STUDY GUIDE FOR FINAL EXAMINATION DISTRIBUTED

THURSDAY DECEMBER 15: Final Examination: 1:30-3:30 P.M. (MCB #207).

Please bring a large scantron (mini-essay book, Form 886-E) and #2 pencil.

HISTORY 1013
SURVEY OF CIVILIZATIONS I
University of Arkansas at Monticello
Fall 2011

Section 03: Tues. & Thurs., 9.40-11.00AM, MCB 201
Section 04: Tues. & Thurs., 11.10AM-12.30PM, MCB 201

Dr. Clinton Young
Office: MCB 305
Office Hours: Mon., Wed., Fri. 9.00-10.00AM; Mon. & Wed. 1.30-4.00PM; Tues. & Thurs. 1.30-3.00PM; or by appointment.

E-mail: young@uamont.edu
Office Phone: (870) 460 1163

Course Description & Goals

This course covers the development of world civilization to c. 1600. We will examine the societies, cultures, politics, and religions of the ancient, classical, and medieval world. Survey of Civilizations I is part of the UAM general education program, which “seeks to instill an appreciation and understanding of the creative, intellectual, social, and scientific forces that shape our history and guide our lives.” This course is therefore designed to help you learn the historical roots of modern culture and modern conflicts.

A brief warning: Religion is an inescapable factor in the development of all the civilizations that we are studying in this course. This course seeks to understand the role religion plays in political and cultural development. This is not a course about propagating religious doctrine, whether religions are “right” or “wrong,” or about your personal search for spiritual truth. Therefore, you will be expected to take an academic view of religion, setting aside your personal feelings and building arguments strictly from historical evidence. Your grade will not be lowered because of your religious beliefs (or lack thereof), but it will be lowered if you do not follow the rules of argumentation outlined here.

Required Texts (Available from the UAM Bookstore)

📖 Jerry H. Bentley and Herbert F. Ziegler, *Traditions and Encounters: A Global Perspective on the Past*, 5th ed., Volume 1 (McGraw Hill)

Note: You may purchase this text as an e-book through www.coursesmart.com. Search using the ISBN Number 978-0-07-736794-7.

Course Requirements

| | |
|-------------------------------------|---------------------|
| Three Midterm Exams | 20% each; 60% total |
| Bonus for High Scoring Midterm Exam | 05% |
| Final Exam | 25% |
| Progress Quizzes | 10% total |

Progress Quizzes: Approximately once a week, class will begin with a progress quiz based on main points from the course material. Quizzes will usually not be announced in advance, and will cover all material since the previous quiz. Quizzes will be short answer; please bring an additional sheet of notebook paper to each class to write the quiz on. Approximately half the questions will come from the reading; it will not be possible to pass a quiz if you have not read the textbook. Missed quizzes cannot be made up under any circumstances. Quizzes will

be administered in the first ten minutes of class, and late students will not be allowed additional time. The lowest quiz score will be dropped when calculating your final grade.

Missed Exams: If you miss a midterm exam for any reason, that percentage of your grade will be replaced by the grade you earn on the comprehensive portion of the final exam. No make-up exams will be given for any reason. Missing the final exam will cause you to fail the course automatically; please make all plans for travel, job interviews, and other personal matters accordingly.

Grading Scale

| | | | | | |
|----------|---|---------|---|---------|---|
| 100%-90% | A | 89%-80% | B | 79%-70% | C |
| 69%-60% | D | 59%-0% | F | | |

Code of Conduct and Professionalism

The UAM Student Conduct Code prohibits disorderly conduct, which is defined as “any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.” Penalties for disrupting class and breaching the Conduct Code can range from being asked to leave class for the day to being dropped from the course.

You are also expected to conduct yourself in a professional manner: being a college student is the equivalent of a job. Unprofessional conduct includes—but is not limited to—arriving late for class, excessive absences, failing to bring the required texts or your notes to class, inappropriate use of computers in class, improperly written e-mail messages, *any* use of a cell phone in class (this includes texting or the use of any cell phone application), leaving the classroom during a class session (except in the case of emergency or prior arrangement), sleeping in class, disrespectful behavior towards other students or the instructor, eating in class (beverages are permitted in acceptable containers), or the use of tobacco products in class. Consistent unprofessional conduct will result in your final grade being lowered at the instructor’s discretion or being dropped from the course.

Attendance Policy

The UAM catalogue states that “regular class attendance is considered an essential part of the students’ educational experience and a requirement for adequate evaluation of academic progress.” Students who do not attend class regularly cannot expect to do well in class.

While I take attendance, it is not considered an official part of your grade. However, as this class is a core survey class, attendance will be vital to your success. Students who are habitually absent will not succeed in this course, since any absence reduces your ability to effectively comprehend lecture material. As a general rule, students who miss more than 10% of the class sessions (3 in a Tuesday/Thursday class) can expect their grade to suffer. *This includes excused absences, including those for university-sponsored activities;* if you know you will have more than this number of excused absences, consult the instructor as soon as possible. Attendance is normally taken by sign-in sheets; students who collude in forging or falsifying sign-in sheets will be penalized at the instructor’s discretion.

Bonus points on the final exam will be awarded to those students with exemplary attendance. Students who only miss between 1 and 3 classes will receive 5 bonus points; those students who have attended all classes will receive 10 bonus points. I do not distinguish between excused and unexcused absences in awarding bonus points.

When you are absent, it is your responsibility to obtain class notes and other information from another student in the class. While I am happy to clarify points about the material you missed, I will not do so until you have acquired and studied the notes from another student.

Punctuality is also important. If you should arrive after class has begun, please take your seat quietly. Be sure to see me after class to make sure you are recorded as present. If a student's tardiness becomes habitual, I reserve the right to treat late arrivals as absences without advance notification.

Electronic Mail Policy

The instructor reserves the right to contact you via e-mail. All e-mails I send will be sent to your official UAM e-mail accounts; you are responsible for checking this account on a regular basis. The instructor is not responsible for mail that is "bounced" because a mailbox is full or that are not read because you do not check the account regularly. Please note that due to budgetary constraints, the instructor may not be able to return long-distance phone calls; responses to phone messages may be e-mailed to your UAM e-mail account.

E-mails to the instructor that require a reply will be responded to within 24 hours during the week. (I check my e-mail sporadically during the weekend; when major assignments are coming due, I check more regularly.) E-mail sent in the evening or at night usually will not be answered until the next day. All e-mails to the instructor must include your name, and be written in clear, standard English; I will not respond to e-mails that use text message abbreviations, do not use capitalization, address me as "Dude," or otherwise abuse the English language.

Policy on Academic Integrity

UAM defines academic dishonesty as:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;
 - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

You are hereby warned that cheating, plagiarism, or any other form of academic dishonesty will not be tolerated in this class: I will report all instances of academic dishonesty to the appropriate authorities and will impose the severest penalties allowed by the university, which can range from a failing grade for the course to dismissal from the university.

Academic Accommodation

It is the policy of UAM to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

Students with other conditions potentially affecting their class work or attendance (such as extended illness, family emergencies, pregnancy, potential military deployment, etc.) should discuss them with the instructor as soon as the situation arises in the event that contingency plans are necessary. Students who delay informing the instructor of such situations will not receive accommodation.

Class Withdrawal

Please be aware that it is your responsibility to officially withdraw from class if you decide that this course does not fulfill your educational goals. Students who stop attending and do not withdraw must be assigned a final grade at the end of the semester. In addition, these students are reported to the Financial Aid Office; this may result in the revocation of financial aid from the university and require repayment of money disbursed for the current semester.

Registration deadlines for this semester are:

| | |
|-------------------------------------|-------------|
| Last day to add classes | 30 August |
| Last day to drop classes with a "W" | 09 November |
| Last day to withdraw from classes | 06 December |

Schedule of Readings & Classes

Assigned reading must be completed before class: all class sessions are predicated on the assumption that you have a command of the reading material before you enter the classroom. You are required to bring your copy of the text to class, as well as all notes on your reading.

25 August Introductory

Unit I: The Origins of Civilization

Week 1

30 August Flood Narratives and the History of Ancient Mesopotamia
📖 *Traditions and Encounters*, Chapters 1 & 2

01 September Ancient Egypt
📖 *Traditions and Encounters*, Chapter 3

Week 2

06 September The Advent of Monotheism in Ancient Israel
08 September The Origins of Eastern Religion: Hinduism
📖 *Traditions and Encounters*, Chapter 4

Week 3

13 September The Persian Empire
📖 *Traditions and Encounters*, Chapter 7
15 September Ancient Greece: Democracy and Humanism
📖 *Traditions and Encounters*, Chapter 10

Week 4

20 September Ancient Greece: Alexander the Great and Hellenism
22 September **Midterm Exam I**

Unit II: Classical Civilizations

Week 5

27 September Rome: From Republic to Empire
📖 *Traditions and Encounters*, Chapter 11 (pages 211-218)
29 September Classical China: The Rise of the Han
📖 *Traditions and Encounters*, Chapter 8

Week 6

04 October Rome: The Empire and the Origins of Christianity
📖 *Traditions and Encounters*, Chapter 11 (pages 218-229)
06 October **No Class**

Week 7

11 October The Origins of Eastern Religion: Buddhism
📖 *Traditions and Encounters*, Chapter 9
13 October Silk Roads and Religions of Salvation
📖 *Traditions and Encounters*, Chapter 12

Week 8

18 October Rome: The Decline of the Western Empire
20 October **Midterm Exam II**

Unit III: Cultural Encounters in the Middle Ages

Week 9

25 October The Islamic World: Origins
📖 *Traditions and Encounters*, Chapter 13 (pages 259-264)
27 October The Islamic World: Mediterranean Expansion
📖 *Traditions and Encounters*, Chapter 13 (pages 264-279)

Week 10

01 November The Islamic World: Asian Expansion
📖 *Traditions and Encounters*, Chapter 15

03 November

The High Middle Ages in Europe
📖 *Traditions and Encounters*, Chapter 16 and Chapter 19 (pages 391-409)

Week 11

08 November “Holy Wars”: Crusade and Jihad
📖 *Traditions and Encounters*, Chapter 19 (pages 409-412)

10 November Convivencia in Medieval Spain

Week 12

15 November Invasions from Asia: The Mongols and the Black Death
📖 *Traditions and Encounters*, Chapter 17

17 November **Midterm Exam III**

Unit IV: The Origins of a World System

Week 13

22 November Ming China
📖 *Traditions and Encounters*, Chapter 21 (pages 435-448)

24 November **Thanksgiving—No Class**

Week 14

29 November Renaissance Europe
📖 *Traditions and Encounters*, Chapter 21 (pages 448-459)

01 December Pre-Columbian Latin America
📖 *Traditions and Encounters*, Chapter 20

Week 15

06 December An Age of Exploration and Conquest

08 December Reformation and Religious War in Europe

Finals Week

14 December (Wed.) **Section 04—Final Exam: 10.30AM-12.30PM**

16 December (Fri.) **Section 03—Final Exam: 1.30-3.30PM**

***You are required to take the final exam at the time scheduled for your section; you may not sit for the exam at an alternate time. There will be no exceptions.*

****This schedule is subject to change. All changes will be announced, and it is your responsibility to note announced changes. Absence will not be considered an excuse for missing or late assignments.**

A Final Note

I look forward to working with each and every student this semester to make sure that you succeed academically in this class—and in your college career in general. Please do not hesitate to talk to me if you want to discuss the course material further, if you need any sort of academic assistance, or if you simply need to talk about college life further. I am here to make sure that you get the most out of this class and your college experience; since consultation with the instructor can usually prevent you from running into significant academic difficulty, do not hesitate to meet with me to make sure you do as well academically as you possibly can.

SYLLABUS FOR HISTORY 2213: AMERICAN HISTORY I

FALL 2011

I. Preliminary Information

Instructor: W. Shea

Office: MCB 227

Division: Social and Behavioral Sciences

Office Hours: MWF 8:00-9:00, 1:00-2:00; TT 1:00-2:00; by appointment

II. Required Texts

The text for this course is Boyer, et al, *The Enduring Vision* (volume I, 7th edition). Read the next two sentences very carefully: (1) *The text is the key to success in this course.* (2) *You are responsible for mastering the text.* Proceed accordingly.

III. General Education Course Objectives

In general this course will help you to: (1) participate knowledgeably in the world around you by drawing upon understanding shaped through reading, writing, and thinking about the past; (2) read and think critically and write and speak clearly and persuasively; (3) demonstrate awareness of values in your own and other cultural traditions; (4) see yourself and your society from different perspectives; (5) respect scientific and technological developments and recognize their impact on mankind; and (6) understand the connection between the past, present, and future. In particular you will gain from this course a better understanding of the people, ideas, and events that transformed the world, and especially North America, during the four centuries from the Columbian voyages through the American Civil War. You will learn of the complex transfer of Old World peoples and cultures to the New World; the evolution and diversification of these colonial civilizations; and the creation of a viable independent state in North America.

IV. Course Outline

Test dates and reading assignments are tentative and subject to change.

September 23. Test ONE. Chapters 1, 2, 3, 4.

Themes: The first four chapters encompass the pre-colonial periods of American, African, and European history; the Age of Discovery; the Columbian Exchange; and European colonial developments in the Americas. In particular, we will examine the many dimensions of European exploration, conquest, and settlement of the New World and the impact of those developments to the present day.

October 21. Test TWO. Chapters 5, 6, 7, 8.

Themes: These four chapters survey the era of the American Revolution, the creation of the United States, and the early years of the Republic. In particular, we will examine the War for Independence and the accomplishments of the Founding Fathers. We will explore the ideological background of the Constitution and the Bill of Rights and the formation of political parties.

November 18. Test THREE. Chapters 9, 10, 11, 12.

Themes: These four chapters explore the origin and initial impact of the Industrial Revolution and the development of American culture during the first half of the nineteenth century. We will examine the evolution of machines, new forms of social organization based on the demands of the factory, the westward movement, the phenomenon of slavery, and antebellum daily life in general.

December 13/14/15 (Exam Week). Test FOUR. Chapters 13, 14, 15.

Themes: The final chapters tell the story of the collapse and restoration of the Union. We will examine the sectional conflict that erupted over the issue of slavery, the secession of most Southern states, and the trauma of the Civil War. We shall focus on the growth of extremism in the South and the revolutionary political, military, social, and economic struggle to maintain the Union.

V. Attendance, Behavior, and Grading Policy

Attendance: Attendance is not required but is highly recommended. If you choose to attend class, be punctual. The instructor may refuse to admit students who are frequently or excessively late.

Behavior: *You are expected to behave at all times in a decorous manner appropriate to a college classroom.* Inappropriate behavior as determined by the instructor may adversely affect your grade and result in your expulsion from the classroom. Such behavior includes, but is not limited to, use of electronic devices without the permission of the instructor; inattentiveness; rude, disrespectful, inconsiderate, and disorderly activities; and the like. The instructor will provide additional information about attendance and decorum as the course progresses. Please help to make our classroom experience as pleasant as possible.

Grades: 100-91% is an A, 90%-81% is a B, 80%-71% is a C, 70%-61% is a D, and 60% or less is an F. Your final grade is based primarily on your four test scores, though your behavior may be a factor as noted above. The four tests are of equal weight. There is no comprehensive "final exam." Tests are based on the text, classroom activities, and any other material assigned or presented to you. The instructor will provide additional information about the tests as the course progresses. If you are found cheating on a test you will receive a zero for that test.

Makeups: You are permitted *one* makeup test. If you miss one of the first three tests you must take a makeup test or receive a zero for the missed test. If you miss a second or third test you will receive a zero for each of those missed tests. No makeup is permitted for the fourth test. If you miss the fourth test you will receive a zero. Makeup tests will take place on December 9 or on other dates to be determined by the instructor.

VI. General Information

And now a few words from the UAM bureaucracy

General Education: This course fulfills specific general education requirements as described in the current UAM catalog.

Drop Dates: The last day to drop a class with a W is November 9. The last day to withdraw from a class is December 6.

Grades: UAM no longer mails grades except by request. You may access your grades through Campus Connect on the UAM homepage (<http://www.uamont.edu>). If you wish to have your grades mailed to you, you must complete a grade request form which is available in the Registrar's Office.

Disability Statement: It is UAM policy to accommodate students with disabilities pursuant to Federal law and the institution's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring such accommodations should contact the Office of Special Student Services located in Harris Hall, Office 120. Phone 870-460-1026; TDD 460-1626; FAX 460-1926.

Conduct: Disorderly conduct is prohibited under the UAM Student Conduct Code. Disorderly conduct is defined as any behavior that disrupts the regular or normal functions of the university community, including behavior that breaches the peace or violates the rights of others. Disruption of classroom activity is covered under this statement.