

**APPENDICES
TO THE
HISTORY**

Program Review

University of Arkansas at Monticello

School of Social and Behavioral Sciences

Fall 2013

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UAM General Education Requirements

ACTS = Arkansas Course Transfer System. This course number indicates that this course transfers to any other public higher education institution in Arkansas effortlessly.

Composition (6 Credit Hours)

ENGL 1013 (ACTS Equivalent # ENGL 1013) Composition
ENGL 1023 (ACTS Equivalent # ENGL 1023) Composition II

Mathematics (3 Credit Hours)

Mathematics Course, 1000-level or above
MATH 1043 (ACTS Equivalent # MATH 1103) College Algebra
MATH 1003 (ACTS Equivalent # MATH 1003) Survey of Mathematics

Speech (3 Credit Hours): Choose one of the following:

COMM 1023 (ACTS Equivalent # SPCH 1003) Public Speaking
COMM 2283 Business & Prof. Speech
COMM 2203 Interpersonal Communication

Fine Arts Appreciation (3 Credit Hours): Choose one of the following:

ART 1053 (ACTS Equivalent # ARTA 1003) Art Appreciation
MUS 1113 (ACTS Equivalent # MUSC 1003) Music Appreciation

Humanities (3 Credit Hours): Choose one of the following:

ENGL 2283 (ACTS Equivalent # ENGL 2113) World Literature I
ENGL 2293 (ACTS Equivalent # ENGL 2123) World Literature II

U.S. History or Government (3 Credit Hours): Choose one of the following:

HIST 2213 (ACTS Equivalent # HIST 2113) American History I
HIST 2223 (ACTS Equivalent # HIST 2123) American History II
PSCI 2213 (ACTS Equivalent # PLSC 2003) American National Government

General Education Requirements, continued

Social Sciences (6 Credit Hours): Choose two courses from two different disciplines from the following:

ANTH 2203 (ACTS Equivalent # ANTH 2013) Cultural Anthropology
 CJ 1013 (ACTS Equivalent # CRJU 1023) Introduction to Criminal Justice
 ECON 2203 (ACTS Equivalent # ECON 2103) Principles of Macroeconomics
 ECON 2213 (ACTS Equivalent # ECON 2203) Principles of Microeconomics
 GEOG 2213 (ACTS Equivalent # GEOG 1103) Geography I
 GEOG 2223 Geography II
 HIST 1013 (ACTS Equivalent # HIST 1113) Survey of Civilization I
 HIST 1023 (ACTS Equivalent # HIST 1123) Survey of Civilization II
 PSY 1013 (ACTS Equivalent # PSYC 1103) Introduction to Psychology
 SOC 2213 (ACTS Equivalent # SOCI 1013) Introduction to Sociology
 SWK 1013 Introduction to Social Work

Basic Sciences (8 Credit Hours): Choose eight hours from two 3-hour lecture courses with associated 1-hour labs or two 4-hour courses with integrated labs chosen from two of the following groups:

Biological Sciences

BIOL 1063/1071 (ACTS Equivalent # BIOL 1004) Introduction to Biology/Lab
 BIOL 1083/1091 (ACTS Equivalent # BIOL 1014) Principles of Biology II/Lab

Earth Sciences

ESCI 1063/1051 (ACTS Equivalent # GEOL 1114) Elements of Geology/Lab
 ESCI 1073/1081 (ACTS Equivalent # PHSC 1104) Earth and Atmosphere/Lab

Chemistry

CHEM 1023/1031 (ACTS Equivalent # CHEM 1004) Introduction to Chemistry/Lab

Physics

PHYS 2203/2231 (ACTS Equivalent # PHYS 2014) College Physics I/Lab
 PHYS 2313/2231 (ACTS Equivalent # PHYS 2034) University Physics I/Lab

TOTAL: 35 General Education Credits Required

B.A. Identity Requirements

BACHELOR OF ARTS (B.A.) DEGREE IDENTITY REQUIREMENTS

Students receiving a Bachelor of Arts degree will be exposed to a diversity of thought and communication. Candidates for a Bachelor of Arts degree must complete twelve hours as stipulated below. *Students cannot use courses within their major.* Students whose major is Early Childhood Education or Middle Childhood Education are exempt from this requirement.

Candidates for a Bachelor of Arts degree must complete:

At least six hours of one foreign language (a language other than English) and six hours from the courses listed below:

Any foreign language courses

ART 3403 Art History I Survey: Prehistoric to Renaissance

ART 3413 Art History II Survey: Renaissance to Present

COMM 3413 Intercultural Communication

ENGL 3343 Bible as Literature

ENGL 3353 History and Development of Film

ENGL 3423 British Literature I

ENGL 3433 British Literature II

ENGL 3453 International Short Stories

ENGL 3583 Critical Theory and Approaches to Literature

ENGL 4593 Introduction to Language Study

ENGL 4613 British Novel

ENGL 4623 Shakespeare

ENGL 4743 Film and Literature

HIST 3423 Britain

HIST 3503 Middle East and North Africa

HIST 3553 Africa

HIST 3563 Russia

HIST 4623 East Asia

Any other non-American history course at the 3000-4000 level

MUS 3563 History of Music I

MUS 3573 History of Music II

B.A. Identity Requirements, continued

PHIL 2223 Introduction to Philosophy

PHIL 3523 Logic

PHIL 3623 Ethics

PHIL 4603 History of Philosophy

PSCI 3443 Middle East Politics

PSCI 3463 International Relations

PSCI 3583 European Politics

PSCI 4683 Western Political Theory

Survey of World Civilizations I / HIST 1013

Spring 2013 / Everett

Professor: Walter R. Everett
Phone: (870) 460-1546
Email: everettw@uamont.edu
Office: MCB 300

Hours: MWF 8:00-9:00am, 1:30-3:00pm
T/TH 8:00 – 9:00
or by appointment

Course Description, Goals, and Objectives:

History 1013 is a survey of world history up to c.1600 CE. The purpose of this course is to provide a general background of political, economic, and social events in the specified time period. The objective is to cultivate the student's historical awareness and recognition of these historical events as factors in the development of the modern world.

Textbook: Adler, Philip J. *World Civilizations*, Vol. I, 6th ed.

Exams and Grading Scale:

There will be four examinations including the Final Exam; additionally; additionally, there will be two Map Tests. The exams and map tests will be worth 100 points each. Standard grading scale will apply (A=90-100, B=80-89, C=70-79, D=60-69, F=0-59).

Makeup Exams:

Students with an approved excuse will be allowed to take a make-up exam. You are to contact me no later than one week after missing an exam. Makeup exams will be in the format of my choosing.

Attendance:

Regular class attendance is an essential and required aspect of this course and will be checked by the instructor. Students are responsible for all material and announcements missed as a result of absences.

Lecture/Reading Schedule (Subject to Revision):

Ch. 1: The Earliest Human Societies
Ch. 2: Mesopotamia
Ch. 3: Egypt
Ch. 4 & 12: India
Ch. 5: Warriors and Deities in the Near East
Ch. 6: Ancient China

Map Test 1

Exam 1

- Ch. 8: The Greek Adventure
- Ch. 9: Greek Humanism
- Ch. 10: Rome: City State to Empire
- Ch. 11: Roman Empire and the Rise of Christianity

Exam 2

Map Test 2

- Ch. 7: Early Americans
- Ch. 14: The Americas to the 15th Century
- Ch. 17: Africa to the 15th Century

Exam 3

- Ch. 15: Islam
- Ch. 16: Mature Islamic Society; First Global Civilization
- Ch. 20: European Middle Ages

Final Exam

Plagiarism/Academic Dishonesty: defined as “failing to credit sources used in a work product in an attempt to pass off the work as one’s own.” It is also “attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.” Plagiarism and other forms of scholastic dishonesty will not be tolerated; during exams keep your eyes on your own tests.

Statement of Disruptive Behavior: The following action is prohibited under the Student Conduct Code: Disorderly Conduct: any behavior which disrupts the regular or normal function of the University community, including behavior which breaches the peace or violates the rights of others.

You are in a professional, academic setting; disruptive talking and/or behavior will not be allowed in this class. **The use of cell phones in any form during class is prohibited and will NOT be tolerated.**

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; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu.

For assistance on a College of Technology campus contact:

McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

Student Conduct Statement

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic dishonesty:

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, the result for the student(s) involved will be a grade of F.

HISTORY 1023
SURVEY OF CIVILIZATION II
Spring Semester 2013

PRELIMINARY INFORMATION

Professor: Richard A. Corby
School: Social and Behavioral Sciences
My Office: Memorial Classroom Building (MCB) 200
Office hours: MWF 10:00-Noon; MF 1:00-2:00; TTh 9:30-11:00; Tues. 1:30-2:30; and by appointment
My office phone: 460-1847
Department office phone: 460-1047
E-mail: corby@uamont.edu

COURSE

This course is a study of world history from c.1600 to the present. It fulfills specific general education requirements. For more information, see the current academic catalogue.

REQUIRED TEXT AND READING MATERIALS

1. Philip J. Adler, *World Civilizations, volume II*
2. Erich Maria Remarque, *All Quiet on the Western Front* (a novel)
3. Camara Laye, *The Dark Child* (an autobiographical account of growing up in West Africa)

GOALS OF THE COURSE

1. To create a learning environment in which you will gain historical knowledge.
2. To help you to begin to interpret the historical data which you have acquired.
3. To assist you to become informed citizens in an increasingly interdependent world community as you gain knowledge of different societies throughout the world.
4. To encourage you to develop the ability and the desire to continue in the future your exploration of history.
5. To foster the "specific skills" of the UAM general education program:
 - A. reading skills by requiring a text and collateral reading materials;

- B. writing skills by assisting you to write clear, informative, and analytical answers to essay questions on exams;
 - C. listening skills through class lectures and films; and
 - D. speaking skills by encouraging you to discuss topics in class.
6. I hope that this course will help you to improve your understanding and appreciation of the intellectual, social, political, and economic developments which have shaped our history and which guide aspects of our daily lives. As the authors of your text state, they have the "dual purpose of helping you to acquire a solid knowledge of past events, and, equally important, of helping you think more constructively about the significance of those events for the difficult times in which we now live."

PRINCIPAL TOPICS AND COLLATERAL READINGS

Unit I - The Making of the European Age (9 class periods)

- A. Introduction
- B. European absolutism and power politics, c. 1648-1715—chapter 23, pages 324-36
- C. A new world view in the West, 1600-1800 -- chapter 29
- D. The Western democratic revolution, 1775-1815 -- chapters 30, 31

First exam (text and lectures)

Unit II - The European Primacy (12 class periods). Also read Remarque, *All Quiet on the Western Front*

- A. The industrial revolution and life in urban society, 1750-1914 -- chapter 32
- B. Cultural and intellectual developments – chapters 33-34
- C. Nationalism - chapter 34
- D. Catastrophe in Europe, World War I, 1914-18-- chapter 41

Second exam (text and lectures) and Remarque, *All Quiet on the Western Front*

Unit III - Europe's Assault on the World (12 class periods)

- A. European expansion and a new world, 1440-1800 -- chapter 22
- B. China, c.1400-1800 – chapter 26, 38, 45

- C. Japan, c. 1550-1850 – chapter 27, 45
- D. East Asia, c. 1840-1949 – chapter 45
- E. Muslim world and India, c.1300-present – chapters 35, 52
- F. Africa, c. 1600-1950 – chapter 25, 36
- G. Latin America, 19th and 20th centuries – chapters 39, 51

Third exam (text and lectures)

Unit IV - Conflict, the Decline of Europe, and the Interdependent World (12 class periods).
Read Camara Laye, *The Dark Child*

- A. The Age of Anxiety – chapter 40
- B. Search for peace, the Depression, and totalitarianism, 1922-1939 – chapters 42-44
- C. War, recovery, the Cold War, and the aftermath, 1945–1990 – chapters 46, 47, 53
- D. Third World independence regained, 1945-1960 – chapters 48-50
- E. Reemergence of the Muslim world - chapter 52
- E. The start of a new millennium - chapter 54

Fourth exam (text and lectures) and Camara Laye, *The Dark Child*

EXAMS

- A. There will be four exams over the text, collateral readings, and lectures. Each exam will count 100 points. They will not be cumulative.
- B. The questions on each exam will consist of multiple choice, matching, and essay. Before each exam I will give you a breakdown of the different types of questions which will appear on that exam and the number of questions of each kind.
- C. Essay questions will be graded for content and organization.
- D. For each exam bring a blue book and a Scantron answer sheet (small size), both of which you may buy at the UAM bookstore. You will also need a #2 pencil with an erasure that works.

E. Here is the exam schedule:

First exam - February 6. The material will cover the textbook reading and lectures from Unit I.

Second exam - March 6. The material will cover the textbook reading and lectures from Unit II and Remarque, *All Quiet on the Western Front*.

Third exam - April 10. The material will cover the textbook reading and lectures from unit III.

Fourth exam - May 1. The material will cover textbook reading and lectures from Unit IV and Camara Laye, *The Dark Child*.

MAP TESTS

A. You cannot understand history unless you have some idea of geographical location. There will be, therefore, two map tests, each of which will count 50 points.

B. The first map test will be on January 23. Here are the items which will appear on the test:

Countries/empires c.1880

Africa: Ethiopia, Hausa States, Oyo, Asante/Ashanti, Kanem- Bornu, Segu, Cape Colony, Morocco, Tripoli, Algeria/Algiers, Tunisia/Tunis, Egypt, Buganda

Europe: Austria, Norway, Sweden, Denmark, Prussia, Great Britain, Russia, Spain, Portugal, France, Iceland, Netherlands (Batavian Republic)

Asia: Ottoman Empire, Persia, Dutch East Indies, Nepal, India, Burma, Siam (Thailand), China, Japan, Philippines, New South Wales

North/South America: Greenland, Russian America, British North America, U.S., Louisiana (France), Florida (Spain), Cuba, New Spain, Belize, Jamaica, Guiana, Peru, New Grenada, Rio de la Plata, Brazil

Six continents

North America, South America, Africa, Europe, Asia, Australia

Bodies of water

Atlantic Ocean, Mediterranean Sea, Black Sea, Pacific Ocean, Indian Ocean

*******END OF ITEMS FOR THE FIRST MAP TEST*******

C. The second map test will be on March 13. Here are the items for the second map test:

Countries in the 2000s:

Africa: Morocco, Algeria, Tunisia, Libya, Egypt, Senegal, Guinea, Sierra Leone, Liberia, Ivory Coast, Mali, Ghana, Nigeria, Cameroon, Chad, Sudan, Ethiopia, Somalia, Kenya, Uganda, Tanzania, Zaire, Zambia, Zimbabwe, Mozambique, Angola, Namibia, South Africa, Madagascar

Asia: Turkey, Syria, Lebanon, Israel, Jordan, Saudi Arabia, Iraq, Iran, Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, Burma, Thailand, Malaysia, Indonesia, Kampuchea/ Cambodia, Vietnam, China, North Korea, South Korea, Japan, Philippines, Singapore, Taiwan

Latin America: Mexico, Guatemala, Honduras, Nicaragua, El Salvador, Costa Rica, Panama, Cuba, Jamaica, Haiti, Dominican Republic, Trinidad-Tobago, Puerto Rico, Colombia, Venezuela, Ecuador, Peru, Brazil, Chile, Bolivia, Paraguay, Uruguay, Argentina

*******END OF THE ITEMS FOR THE SECOND MAP TEST*******

MAKEUP EXAMS AND MAKEUP MAP TESTS

- A. You should never miss a scheduled exam or map test unless your absence is absolutely unavoidable.
- B. In the event that you do miss one, however, I will set two make-up times, one just after the second exam and one at the end of the semester.** Please DO NOT come to me asking to take a make-up at a particular time.

ACTIVITIES FOR THE SEMESTER

First map, 50 points, January 23

First exam, 100 points, February 6

Second exam, 100 points, March 6

Second map, 50 points, March 13

Third exam, 100 points, April 10

Fourth exam, 100 points, May 1

GRADING SCALE

90 - 100% A

80 - 89% B

70 - 79% C

60 - 69% D

0 - 59% F

TUTORING

A. If your essay writing is deficient, I will suggest to you in your exam blue book that you go to the Writing Center in MCB 113. There is no charge for this opportunity. Regular

visits to the Writing Center often result in very noticeable improvement in your writing skills.

B. If I think you need tutoring in the course material or if you feel that you need tutoring, you should go to the Student Services Center. There is no charge for this service either.

ATTENDANCE

A. Regular attendance is necessary if you are to achieve maximum results in the course.

B. Since much of what I present in class will not be found in your text, regular attendance will insure that you don't miss out on important information.

C. When absence from class is unavoidable, be sure to get the notes for that day from a classmate.

CELL PHONES AND OTHER HIGH TECH ITEMS

A. **Please** remember to turn off your cell phone (or whatever high tech apparatus you have) before class begins.

B. You may **not** leave class to make or receive a call.

C. You may **not** sneak peeks at your high tech apparatus during class time. Please keep all such items off your desk and also off your lap!

DROP DATE

You must drop the course by April 3 to receive a "W." If you don't drop by April 3, you must remain in the course until the end of the semester and receive the grade that you have earned.

STUDENTS WITH DISABILITIES

It is the policy of the University of Arkansas-Monticello to accommodate individuals with disabilities pursuant to federal law and the university's commitment to equal educational opportunities. It is the responsibility of each student to inform me of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in the southeast corner of the Student Services Center, phone 870/460-1154; TDD 870/460-1251; fax 870/460-1810.

CODE OF CONDUCT

Disorderly conduct, which is prohibited, is 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.

RECEIVING YOUR GRADES

UAM no longer mails your grades to you. You get your grades on a computer. If, however, you still want your grades mailed to you, complete the grade request form available in the registrar's office.

UNIVERSITY OF ARKANSAS AT MONTICELLO**HIST 2223-05: AMERICAN HISTORY I**

FALL SEMESTER 2013

MCB 318, TUESDAYS AND THURSDAYS 11:10 A.M.-12:30 P.M.

Kyle Day, Ph.D.

OFFICE: MCB 311

TELEPHONE: (870) 460-1887

EMAIL: day@uamont.edu (email is the most expedient way to contact me outside of the classroom).

SKYPE: JohnKyleDay

OFFICE HOURS: Monday through Friday: 1:30-3:30 P.M. and by appointment. Please note that I have an open door policy, which means if I am in my office and my door is open, please feel free to drop in to speak with me. If I am unable to meet with you at that time, then we can arrange an appointment at a mutually convenient time to do so.

COURSE PREREQUISITES: None

COURSE DESCRIPTION AND OBJECTIVES:

This course is an introduction to the breadth, sweep, and drama of American History. We will study the cultural, diplomatic, economic, political, and social development of the American people from the Columbian Exchange to end of the Civil War and Reconstruction. This course will encourage you to learn just what exactly happened during this period of American history, make sense of these facts by relating them to one another, and place these relationships into a meaningful whole that connects this period to both that which preceded as well as to the present day. We will consider various themes that transform American society and culture during this era, and study how various segments of the American people 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, therefore, consider early American 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 thus require you to make sustained independent intellectual efforts in reading, comprehensive note taking during class lectures and films, and then proactive participation in classroom discussions. A primary challenge for you will be to clearly identify and understand the links, common themes, information, and unique perspectives among the respective class resources. That is, the reading, lectures, and discussions will often confront you with multiple interpretations of the past. The examinations 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 our textbook, *Of the People: A History of the United States*, Vol. 1: To 1877 which is available for purchase at the UAM bookstore. You are responsible for reading and familiarizing yourself with the textbook according to the class calendar. You should have the reading completed and be prepared to ask questions, form your own educated opinion, and proactively participate in classroom discussion before you walk into the classroom on the dates stipulated herein. I urge you to read ahead, take extensive notes while you are reading, and utilize the accompanying study materials, all of which will help you to stay up to speed and succeed in this course. The due dates for each section of reading are listed below in the class calendar.

GRADING

The grading scale follows university standards: A (100-90); B (89-80); C (79-70); D (69-60); F (59 and below). Your grade for this course will be based upon four examinations, each worth 25 percent of your grade, given September 19, October 17, November 14, and Friday, December 13, from 10:30 A.M.-12:30 P.M. These examinations will consist of a combination of multiple choice, matching, and essay questions drawn from the readings, my lectures, and class discussion. The four examinations will not be comprehensive *per se*, but you will need to employ certain concepts and theories from previous material in order to succeed on every test. You will also need to purchase a large scantron sheet (Form 886-E) and pencils to take these exams, which can also be purchased at the UAM Bookstore.

CLASS COMMUNICATION, ATTENDANCE, AND PARTICIPATION

As you can see, it is in your best interest to attend and readily participate in all classes, as well as keep up with the assigned readings. 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, attend, and participate 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 drop by, 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 lectures, class discussions, videos, guest speakers, and readings. It is your responsibility to master all of these resources and incorporate them into a meaningful whole.

Regular attendance is strongly encouraged. I will not entertain discussions concerning course performance and/or grades from those students who have not demonstrated regular attendance and participation. A great many of our class sessions will consist of a discussion of the particular assigned readings for that week or some other in-class exercise, so please be ready to actively participate. If you clearly demonstrate that you are unprepared, you will be marked absent for the

day. If attendance becomes a problem, then I reserve the right to alter the grading scale, including the possibility of pop quizzes.

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 class day of the semester, Thursday, December 5.

CODE OF CONDUCT

You are expected to conduct yourself in a civil manner, respectful of yourself, the instructor, and your colleagues. Please remember that while this class is an open forum at a public university, you are a guest and will be treated accordingly. You are expected to read and be familiar with the UAM Conduct Code, found in the UAM 2013-2015 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.” If you fail to follow the Conduct Code, furthermore, you will be subject to the disciplinary sanctions stipulated therein. The following action is prohibited and will cause you to be asked to leave the class: (1) Any disruptive behavior or speech; (2) Excessive talking to your neighbor; (3) Sleeping in class; (4) Working on other homework or class assignments in class. If there are repeated violations of any of these, the *instructor reserves the right to drop you from the class.*¹

¹ See UAM 2013-2015 Catalog, pp. 39-45.

GRADE NOTIFICATION

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.

STUDENTS WITH DISABILITIES

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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.

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.

SCHEDULE

(Dates Subject to Change)

August 22-September 17: Chapters 1-4

Thursday, September 19: Test 1

September 23-October 15: Chapters 5-8

Thursday, October 3: AACHT (no class)

Thursday, October 17: Test 2

October 22-November 12: Chapters 9-12

Thursday, November 7: National Humanities Councils (no class)

November 14: Test 3

November 19-December 3: Chapters 13-16

Thursday, December 5: Make-Up Examinations

Friday, December 13, 10:30 A.M.-12:30 P.M., FINAL EXAMINATION (Chaps. 13-16)

American History II / HIST 2223

Spring 2013 / Everett

Professor: Walter R. Everett
Phone: (870) 460-1546
Email: everettw@uamont.edu
Office: MCB 300
Hours: MWF 8:00-9:00am, 1:30-3:00pm
T/TH 8:00 – 9:00
or by appointment

Course Description, Goals, and Objectives:

History 2223 is a survey of American history since 1876 to the present. The goal is to investigate the role of key people and events in the development of modern America.

Textbook: *The Enduring Vision: A History Of The American People*. vol. II, 6th ed. Paul S. Boyer.

Exams, Tests, and Grading Scale:

There are four exams scheduled, including the final exam. Standard grading scale will apply (A=90-100, B=80-89, C=70-79, D=60-69, F=0-59). Additionally, extra points may be awarded at my discretion for class participation (e.g. regular, on time class attendance).

Makeup Exams:

Students with an approved excuse will be allowed to take make-up exams. You are to contact me no later than one week after missing an exam. Make-up exams will be in the format of my choosing.

Attendance:

Regular class attendance is an essential and required aspect of this course and will be checked by the instructor. Students are responsible for all material and announcements missed as a result of absences. Excessive absences and tardiness will adversely affect my evaluation of your class participation.

Lecture/Reading Schedule (Subject to Revision):

Ch. 16-20

Exam 1

Ch. 21-24

Exam 2

Ch. 25-28

Exam 3

Ch. 29-31

Final Exam

Plagiarism/Academic Dishonesty: defined as “failing to credit sources used in a work product in an attempt to pass off the work as one’s own.” It is also “attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.” Plagiarism and other forms of scholastic dishonesty will not be tolerated; during exams keep your eyes on your own tests.

Statement of Disruptive Behavior: The following action is prohibited under the Student Conduct Code: Disorderly Conduct: any behavior which disrupts the regular or normal function of the University community, including behavior which breaches the peace or violates the rights of others.

You are in a professional, academic setting; disruptive talking and/or behavior will not be allowed in this class. **The use of cell phones in any form during class is prohibited and will NOT be tolerated.**

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; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu.

For assistance on a College of Technology campus contact:

McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707

Student conduct statement

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and

standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic dishonesty:

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, the result for the student(s) involved will be a grade of F.

HISTORY 3403
THE EMERGENCE OF MODERN EUROPE (RENAISSANCE TO ENLIGHTENMENT)

University of Arkansas at Monticello

Fall 2013

Mon., Wed., Fri., 11.10AM-12.00PM, MCB 201

Dr. Clinton Young E-mail: young@uamont.edu

Office: MCB 305 Office Phone: (870) 460 1163

Office Hours: Mon., Wed. 1.00-4.00PM; Tues. Thurs. 1.30-4.00PM; and by appointment.

Course Description & Goals

This course will examine the political, social, cultural, and intellectual history of Europe from c. 1300 to 1789. We will examine such topics as the development of Renaissance humanism; the causes and effects of the Protestant Reformation; the impact of the discovery of the New World; the development of absolutism and the modern state; and the Enlightenment. In addition to understanding this crucial period in European history, this course will also help you to develop the historical skill of reading and interpreting different types of primary source materials.

HIST 1013 and HIST 1023 are prerequisites for this course. If you have not taken both these courses, see the instructor immediately.

Required Texts (Available from the UAM Bookstore)

- 📖 John Merriman, *A History of Modern Europe, Vol. 1: From the Renaissance to the Age of Napoleon* (W.W. Norton)
- 📖 Giovanni Pico della Mirandola, *On the Dignity of Man* (Hackett)
- 📖 Martin Luther, *Three Treatises* (Fortress Press)
- 📖 Bartolomé de las Casas, *A Short Account of the Destruction of the Indies* (Penguin)
- 📖 Jonathan Swift, *A Modest Proposal and Other Satirical Works* (Dover)

There will also some additional short readings as indicated in the schedule at the end of the syllabus. These can be accessed on-line or will be distributed in class.

Course Requirements

Two Midterm Exams 15% each; 30% total

Final Exam 15%

Three Discussion Essays 15% each; 45% total

Participation & Professionalism 10%

Discussion Essays: Since much of this course is built around the discussion of source texts, we will use a series of short essays to help you prepare for our class discussions. At the end of the syllabus are a series of questions that will serve as prompts for the Discussion Essays, as well as further guidelines. There are five options for Discussion Essays; you are required to write three. I will accept up to four essays and will drop the lowest score for those who wish to improve their writing. Since you have multiple options as to due dates, I will not accept late papers (as this defeats the purpose of the exercise: to prepare you to *HIST 3403* discuss the texts in class); nor will I accept essays from students who do not attend the class discussion. Although these are short essays, they will still be held to strict standards in terms of grammar, spelling, mechanics, citation and plagiarism.

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 Participation & Professionalism 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, especially as there is a significant discussion component to this class.

While I take attendance, it is not considered an official part of your grade. However, as this class is heavily discussion-based, participation will be vital to your success. Students who are habitually absent will not succeed in this course, since any absence reduces your ability to participate effectively in class discussion and activities. As a general rule, students who miss more than 10% of the class sessions (4 in a Monday/Wednesday/Friday class) can expect their grade to suffer. This applies to both excused and

unexcused absences. After all absences students will be expected to demonstrate through class participation that they have kept up with the course reading. 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.

E-mails to the instructor that require a reply will be responded to within 24 hours during the week. 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. I also reserve the right to ignore e-mails that ask questions that you could have answered yourself by reading the syllabus, had you not been such a lazy and irresponsible bum.

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/drop classes 23 August

Last day to withdraw from classes 30 October

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 texts to class, as well as all notes on your reading.

Note that readings are assigned by week. You may be instructed in class to have certain readings completed by certain days; if not, you are expected to work through the reading at such a pace that you have started before the first class session of the week and that it will be completed by the last class session of the week.

 Merriman, Chapter 1

21 August Introductory

23 August The Medieval Heritage

Week 1

 Merriman, Chapter 2; *On the Dignity of Man*, pages 3-34

26 August Renaissance Humanism
 28 August The Urban World of Early Modern Italy
 30 August Northern and Christian Humanism

Week 2

 *On the Dignity of Man*, pages 67-169

02 September **Labor Day—No Class**
 04 September Renaissance Art I: Architecture
 06 September Renaissance Art II: Painting
Week 3

 Merriman, Chapter 3; Luther, pages 2-112

09 September Discussion: The Renaissance
Discussion Essay #1 Due
 11 September The Church Before the Reformation
 13 September Martin Luther and Charles V
Week 4

 Merriman, Chapter 4; Luther, pages 115-121, 198-216, and 261-316

16 September The Peasant's War and the Radical Reformation
 18 September The English Reformation and the Political Spread of Protestantism
 20 September Witchcraft and Popular Religion
Week 5

 If you've fallen behind, finish reading the Luther selections for Wednesday

23 September The Counter-Reformation
 25 September Discussion: The Reformation
Discussion Essay #2 Due
 27 September The Age of Exploration
Week 6

 Begin *Short Account*

30 September **Midterm Exam I**
 02 October Spain under Ferdinand and Isabella
 04 October **No Class**
Week 7

 Merriman, Chapter 5; Continue *Short Account*; "The Requirement"

07 October The Spanish Empire
 09 October Ambivalent Conquests
 11 October The Rise of the Atlantic Economy
Week 8

📖 Conclude *Short Account*

14 October Other Empires: Britain, France, and Holland

16 October Discussion: The New World and the Atlantic Economy

Discussion Essay #3 Due

18 October The Seventeenth-Century Crisis

Week 9

📖 Merriman, Chapter 7; Jean Bodin, excerpts from *On Sovereignty*; Thomas Hobbes, excerpts from *Leviathan*; Robert Filmer, excerpts from *Patriarcha*; and Excerpts from William Beik, *Louis XIV and Absolutism*—“Bossuet’s Vision in *Politics Drawn from the Very Words of Holy Scripture*,” “Bossuet Chides Louis XIV about the State of His Soul,” “Dealing with the Huguenots”

21 October Richelieu, Mazarin, and the Fronde

23 October Louis XIV and Absolutism

25 October Absolutism and the English Civil War

Week 10

📖 Merriman, Chapter 6; Excerpts from William Beik, *Louis XIV and Absolutism*—Chapter 2, “The King and the Aristocrats at Court” and “Excerpts from Louis XIV’s *Mémoires for the Instruction of the Dauphin*”

28 October Court Culture in Early Modern Europe

30 October The Dutch Republic

01 November Baroque Culture I: Visual Art

Week 11

📖 Merriman, Chapter 8; Galileo Galilei, “Letter to the Grand Duchess Christina of Tuscany, 1615”—access online at <http://www.fordham.edu/halsall/mod/galileo-tuscany.asp>

04 November Baroque Culture II: Musical Culture

06 November The Scientific Revolution

08 November Discussion: Absolutism and the Seventeenth Century

Discussion Essay #4 Due

Week 12

📖 Merriman, Chapter 9; Excerpts from John Locke, *Second Treatise on Government*—access online at <http://www.constitution.org/jl/2ndtreat.htm>. Read Chapters II, III, V, VII, VIII, XVIII, XIX.

11 November **Midterm Exam II**

13 November The Foundations of the Enlightenment

15 November The Social Contract I: John Locke

Week 13

📖 Merriman, Chapters 10 and 11; Excerpts from Jean-Jacques Rousseau, *The Social Contract*—access online at <http://www.constitution.org/jjr/socon.htm>. Read Book I, II.1-4, III.3-7 and 16-18, IV.1.

18 November The Social Contract II: Jean-Jacques Rousseau
 20 November Enlightened Absolutism: Prussia and Russia
 22 November Mercantilism and the Eighteenth Century Economy

Week 14

25 November Enlightenment Art
 27 November **Thanksgiving—No Class**
 29 November **Thanksgiving—No Class**

Week 15

📖 Swift, pages 1-23 and 41-59
 02 December Enlightenment Musical Culture
 04 December The Eve of the French Revolution
 06 December Discussion: The Enlightenment

Discussion Essay #5 Due*Finals Week*

09 December (Mon.) **Final Exam, 1.30-3.30**

**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.

Discussion Essay Prompts

The following questions are the prompts for the Discussion Essay assignments. Pick *one* prompt for each Discussion Essay that you write. You should not use outside sources to write your essays (although you are encouraged to draw on information from lecture and Merriman's *A History of Modern Europe*); if you feel you need to use outside sources, consult the instructor in advance.

Discussion Essays are 3-4 pages in length (three pages means three *full* pages, not merely three sheets of paper with a couple of lines of typed on the final page). Essays must be typed, double-spaced, in a standard 12-point font such as Times New Roman with 1 inch margins. Do not add any extra space between paragraphs—undo this feature in Word 2007 if you use that program. Use a consistent format for

all citations. (As this is a History class, I would prefer you use the Chicago Manual of Style in formatting your citations; but I will accept MLA or other styles as long as they are used properly and consistently.) Also, be absolutely sure to staple your essay and number the pages before you come to class. Discussion Essays are formal essays; as such they should use standard English grammar, mechanics, and punctuation. Essays that do not will have their grade lowered, regardless of the quality of the intellectual content. Essays should present a clear thesis and argument, and back these up with specific historical evidence. Since these essays are meant to aid you in preparing for a discussion of the assigned texts, you will be evaluated on how you use the assigned readings in the essays—in other words, don't try to write an essay on *A Short Account of the Destruction of the Indies* without actually discussing specifics of the text in your essay. Essays that give no indication you actually read the text will receive failing grades.

Discussion Essay #1: The Renaissance (Due Monday 09 September)

1. Based on your understanding of humanism from lecture and Merriman's *A History of Modern Europe*, can Pico della Mirandola's texts be considered good examples of humanist learning? Why or why not? (Be sure to clearly define humanism in your essay.)
2. Evaluate Pico della Mirandola's "Heptaplus" in light of his "On the Dignity of Man." Does the analysis of Genesis in "Heptaplus" meet the definition of learning outlined in "On the Dignity of Man"? Why or why not?

Discussion Essay #2: The Reformation (Due Wednesday 25 September)

1. Compare Luther's "The Freedom of a Christian" with the ideas of humanism inherent in Pico della Mirandola's "On the dignity of Man." Can Luther be considered a humanist in the Renaissance tradition? Why or why not?
2. When Luther began the process of the Reformation, he was not setting out to create a completely new church. Based on the evidence presented in "To the Christian Nobility of the German Nation," would a true Catholic reform movement have been possible—or was schism inevitable?

Discussion Essay #3: The New World and the Atlantic Economy (Due Wednesday 16 October)

1. Could las Casas' *Short Account of the Destruction of the Indies* be considered a humanist text and a descendant of Renaissance learning? Why or why not?
2. Consider the behavior of the Spanish conquistadors described in the *Short Account* from their point of view rather than las Casas'. Can their seemingly atrocious behavior be justified from any sort of legal or practical viewpoint? (Please note: I'm not trying to persuade you that the idea of mass murder is actually good. But I want you to try and get inside the head of a conquistador and try to figure out rationally why people behave in thoroughly disgusting ways.)
3. It is frequently argued that las Casas' *Short Account* is built around two arguments: one moral and one political. But are the moral and the political actually separate for las Casas? Explain why or why not.

Discussion Essay #4: Absolutism and the Seventeenth Century (Due Friday 08 November)

1. Compare Louis XIV's practice of absolute rule as described in his *Mémoires* with the ideas of absolutism discussed by Jean Bodin, Thomas Hobbes, Robert Filmer, and Jacques-Benigne Bossuet. Did

Louis XIV, as a ruling monarch, conceive of absolutism differently from the philosophers who defined it? (You need not discuss all the philosophical documents, but it would be a good idea to discuss at least two in some depth.)

2. Examine either the documents relating to the expulsion of the Huguenots or the documents discussing King Louis XIV and his aristocrats at court. (But read both sets, of course.) Reading between the lines, what do these documents tell us about the limits of absolutism? Define how the power of the monarch could be checked or limited under an absolutist regime.

Discussion Essay #5: The Enlightenment (Due Friday 06 December)

1. The Scientific Revolution is often considered a precursor to the Enlightenment. Compare Galileo's "Letter to the Grand Duchess Christina" with Locke, Rousseau, or Swift. (Pick one.) Is this an accurate assessment of the Scientific Revolution, or were the practitioners of the Enlightenment doing something different from Galileo? (Note: Dig beneath the surface of the texts here. The fact that none of the Enlightenment texts are obviously about science is not enough to justify an answer of "something different.")

2. Would Jonathan Swift have been an advocate of the social contract as described by either Locke or Rousseau? (Pick one.) Explain why or why not.

3. We often consider the social contract to be a rejection of absolutism. But to what extent do the social contract thinkers share basic assumptions with the philosophers of absolutism? Compare either Locke or Rousseau with two of the four absolutists you read previously.

HIST 348V / PSCI 462V SEM: San Francisco

Spring 2013 – Wednesday 3:10 – 4:00 PM

Dr. Carol Strong
strong@uamont.edu
 MCB 216
 (870) 460-1687
 Office Hours: Appendix I

Dr. Clinton Young
young@uamont.edu
 MCB 305
 (870) 460-1163
 Office Hours: Appendix I

Course Description

This course is intended to provide students with a more comprehensive understanding of American culture and history, as experienced through an academic field study trip to a major U.S. city during Spring Break. As part of the learning process, students will research general information about the city to be visited, as well as conduct thematic analysis of topics relevant to the political and historical culture of that same city. This will then be formalized in a class presentation and a comprehensive essay.

Course Goals

Students who complete this course will:

- Broaden their horizons by travelling to San Francisco and experiencing cultural norms other than that of south-east Arkansas.
- Enhance their research capabilities and their public speaking skills.
- Gain a deeper understanding of and respect for American politics, multiculturalism and historical evolution.

Code of Conduct

The following action is prohibited under the Student Conduct Code:

Disorderly Conduct: 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 will not be tolerated. Violations will be dealt with by the instructor and may be elevated to the Dean of Students for action. All disciplinary options will be considered, including administrative withdrawal.

These expectations will be the same during the trip as well as on campus.

Participation and Attendance

Students are expected to attend class each week and participate in class discussions as part of the requirements for the course. Students are also expected to attend all activities during the trip itself.

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; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926. For assistance on a College of Technology campus contact: McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105; or at Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

Testing and Grading

Grading in the course will be on the university's grade distribution.

A's = 90-100 (exceptional work)

B's = 80-89 (good work)

C's = 70-79 (average work)

D's = 60-69 (below average)

F's = 59 and below (failing)

Required Text: "No Text Required," although students are expected to do research and access relevant readings throughout the semester.

Class Schedule and Assignments

(The instructors retain the right to deviate from or alter the following schedule of assignments and topics.)

Week 1 (09 Jan): Introduction to the Semester

Week 2 (16 Jan): Liberal and Radical Politics in America

(Basic Travel Documents to be Collected and Noted, Contracts to be Completed)

- Week 3 (23 Jan): The Historical Background (I): Spanish California**
- Week 4 (30 Jan): Immigration (I): The Hispanic Heritage**
- Week 5 (06 Feb): The Historical Background (II): The Gold Rush and the Earthquake of 1906**
- Week 6 (13 Feb): Immigration (II): The Asian Heritage**
- Week 7 (20 Feb): Environmentalism (Domestic and International Conceptions)**
- Week 8 (27 Feb): Gay Rights and Social Activism**

(Paper, Stage I Due)

- Week 9 (06 Mar): Culture and the Arts: San Francisco and Cultural Patronage**
- Week 10 (13 Mar): Preparing for the Trip**
- Spring Break (March 18-22): Trip to San Francisco***
- Week 11 (27 Mar): Post-trip Discussion and Paper Planning**
- Week 12 (03 Apr): San Francisco and the Pacific Rim**
- Week 13 (10 Apr): Paper Workshop Day**
- Week 14 (17 Apr): Peer Review Workshop for Paper**

(Paper, Stage II Due)

- Week 15 (24 Apr): Closing Discussions and Paper Due**

(Paper, Stage III Due)

Final Exam Period: May 1-8, 2013

The Instructor reserves the right to alter this syllabus as needed throughout the semester to better account for the needs of this particular class. Notification will be provided of any such changes.

Important Dates, Spring 2013

January 9 (Wed) - First day of classes (regular and first 8-week fast-track* classes)

January 16 (Wed) - Last day to register or add classes.

January 21 (Mon) - Martin Luther King Holiday. Offices and classes closed.

February 22 (Fri) - Deadline to apply for August and December graduation.

March 18-22 (Mon-Fri) - Spring Break.

April 1 (Mon) - Preregistration for Summer and Fall 2013 begins.

April 3 (Wed) - Last day to drop with a W in regular classes; not applicable to fast-track* classes.

April 12 (Fri) - Preregistration for Summer and Fall 2013 ends.

April 30 (Tues) - Last day of classes.

May 1-7 (Wed-Tues) - Final exam period.

May 10 (Fri) - Commencement.

Assessment Requirements

1. Panel Discussion in San Francisco:

Each student will be required to act as the leader and moderator on a discussion of their chosen topic during the trip to San Francisco. During the discussion, each student is expected to demonstrate their knowledge of the topic and guide students in analyzing how that topic is relevant to the politics and culture of San Francisco. To ensure that there is a variety in the topics under discussion, you will be asked to choose a topic by the third week of class.

The panel discussion will count as 40% of your overall grade for the semester. This part of your grade also includes your participation as an active participant in panel discussions led by the other students as well.

2. Research Paper:

Each student will be required to write a ten-page paper discussing the same topic you introduce to the rest of the group in San Francisco. The paper should provide a broad overview of the topic that you have chosen, and should then relate the topic to specific events, locations, or ideas relevant to the culture of San Francisco. For example, if you choose to discuss immigration, you would begin with a discussion of the political importance of immigration in America today; you would then discuss how immigration helped to create Chinatown in San Francisco.

You must use at least 6-8 scholarly sources for this assignment and use appropriate references and citations in the text of the paper.

The paper will proceed in three stages. You will first write a 5 page paper that discusses the broad outlines of your topic; this will be due before Spring Break. You will then create a

draft of the final 10 page paper and participate in a peer review workshop after Spring Break; the final draft will be due at the end of the semester. More details and exact due dates will be provided in a separate handout.

The various components of the research paper will count as 60% of your overall grade for the semester.

Word to the Wise, Avoid Plagiarism:

Plagiarism is a serious breach of scholarly ethics and is taken very seriously by the University of Arkansas at Monticello. The penalty is likewise serious. We reserve the right to fail any student who plagiarizes.

Plagiarism is defined as:

- 1) A piece of writing that has been copied from someone else (or any type of publication) and is presented as being your own work.
- 2) The act of plagiarizing: Taking someone else's work or ideas as if they were your own.

For more information, see WordNet 3.0 copyright 2006 by Princeton University (<http://dictionary.reference.com/search?r=2&q=plagiarism>).

Spring 2013 Schedule of Office Hours for Dr. Strong

Monday	Tuesday	Wednesday	Thursday	Friday
2.30-4.00 PM	8.00-9.40 AM; 3.00-4.00 PM	9.00-10.00 AM; 1.30-2.30 PM	3.00-4.00PM	9.00-10.00AM; 11.00-12.00 PM

*** And by appointment.*

Spring 2013 Schedule of Office Hours for Dr. Young

Monday	Tuesday	Wednesday	Thursday	Friday
9.00-10.00 AM; 2.30-4.30 PM	3.00-4.30 PM	9.00-10.00 AM	3.00-4.30 PM	9.00-10.00 AM

***And by appointment.*

Please note: Office Hours subject to change; students will be advised of any changes in writing.

HISTORY 349V--Seminar

COMMUNISM AND FASCISM IN INTERWAR EUROPE

University of Arkansas at Monticello

Spring 2013

Mon. & Wed. 1.10-2.30PM, MCB 218

Dr. Clinton Young

E-mail: young@uamont.edu

Office: MCB 305

Office Phone: (870) 460 1163

Office Hours: Mon., Wed., Fri., 9.00-10.00AM; Mon., 2.30-4.30PM; Tues. & Thurs., 3.00-4.30PM; and by appointment

Course Description & Goals

This is a seminar course built around the radical political ideologies developed in early 20th century Europe, communism and fascism. Through extensive reading, we will seek to define communism and fascism, their relationship to liberal democracy, how these ideologies came to power, and how they radicalized and changed over time.

HIST 1013 and HIST 1023 are prerequisites for this course. If you have not taken both these courses, see the instructor immediately.

Required Texts (Available from the UAM Bookstore; some are on reserve at Taylor Library)

- 📖 Sheila Fitzpatrick, *The Russian Revolution*, 3rd ed. (Oxford)
- 📖 Jeffrey Brooks & Georgiy Chernyavskiy, *Lenin and the Making of the Soviet State: A Brief History with Documents* (Bedford/St. Martin's)
- 📖 Robert O. Paxton, *The Anatomy of Fascism* (Vintage)
- 📖 Marla Stone, *The Fascist Revolution in Italy: A Brief History with Documents* (Bedford/St. Martin's)
- 📖 George Orwell, *Homage to Catalonia* (Mariner)
- 📖 Robert Gellately, *Backing Hitler: Consent and Coercion in Nazi Germany* (Oxford)

The bookstore also has one text that is listed as “recommended,” which some of you may wish to purchase: Robert G. Moeller, *The Nazi State and German Society: A Brief History with Documents* (Bedford/St. Martin's). You will be able to use this book for the Analysis Essay later in the semester.

Students who feel they could use an overview of European history in the early 20th century are encouraged to consult Chapters 23-25 of John Merriman's *A History of Modern Europe*; a copy has been placed on reserve at Taylor Library.

Course Requirements

Weekly Writing	20% total
Midterm Exam (Take-home)	30%
Analysis Essay & Presentation	30%
Participation and Professionalism	20%

Weekly Writing: For the first class session of each week, you will pick one document from the assigned reading in either *Lenin and the Making of the Soviet State* or *The Fascist Revolution in Italy* and write a 1½ to 2 page analysis of what the document tells us about communism or fascism using either *The Russian Revolution* or the *Anatomy of Fascism* as a reference. (In weeks in which we are reading other books, pick a chapter from *Homage to Catalonia* or *Backing Hitler*. No weekly writing will be due in Week 4.) Weekly writing assignments will be collected at random intervals throughout the semester; you are expected to complete these exercises even if they are not collected by the instructor. Your overall grade will be a composite of the number and quality of daily writing assignments turned in. Weekly writing may not be turned in late and must be turned in during class, in hard copy. No late or e-mailed assignments will be accepted.

Analysis Essay: For this assignment you will write an essay that either: 1) Analyses an academic monograph on some topic relating to communism or fascism of your choice or 2) Compares some aspect of fascism using the documents in *The Fascist Revolution in Italy* and *The Nazi State and German Society*. You will present your analysis to the class during the final exam period. Exact instructions will be distributed later in the semester.

Late Assignments: The Take-Home Midterm and the Analysis Essay are due on the assigned date; if you have a legitimate problem that will cause your assignment to be late, you must discuss it with the instructor in advance. Unexcused late assignments will be penalized one letter grade for every day that it is late.

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 Participation & Professionalism 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, especially as there is a significant discussion component to this class.

While I take attendance, it is not considered an official part of your grade. However, as this class is heavily discussion-based, participation will be vital to your success. Students who are habitually absent will not succeed in this course, since any absence reduces your ability to participate effectively in class discussion and activities. As a general rule, students who miss more than 10% of the class sessions (3 in a Monday/Wednesday class) can expect their grade to suffer. This applies to both excused and unexcused absences. After all absences students will be expected to demonstrate through class participation that they have kept up with the course reading.

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.

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

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. Please see the current UAM catalog for specific regulations. I will also penalize inadvertent or unintended plagiarism; make sure that you are clear on the rules of proper quotation, paraphrase, and citation. If you have further questions about what constitutes academic dishonesty, you should consult with the instructor.

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 121; 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/drop classes 15 January

Last day to withdraw from classes 27 March

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 texts to class, as well as all notes on your reading.

Note that readings are assigned by week. You may be instructed in class to have certain readings completed by certain days; if not, you are expected to work through the reading at such a pace that you have started before the first class session of the week and will finish by the last class session of the week.

09 January Introductory: What are Communism and Fascism?

Unit I: The Seizure of Power

Week 1

- 📖 *Russian Revolution*, Chapter 1; *Lenin and the Making of the Soviet State*, pgs. 1-45
 14 January Marxism for Beginners
- 16 January Russia before the Revolution

Week 2

- 📖 *Russian Revolution*, Chapter 2; *Lenin and the Making of the Soviet State*, pgs. 48-60
 21 January **MLK Day—No Class**
- 23 January The Two Russian Revolutions

Week 3

- 📖 *Russian Revolution*, Chapter 3; *Lenin and the Making of the Soviet State*, pgs. 61-102
 28 January The Revolution and the Civil War (I)
- 30 January The Revolution and the Civil War (II)

Week 4

- 04 February Film Screening: *October*
- 06 February Film Screening: *October*

Week 5

- 📖 *Anatomy of Fascism*, Chapters 1 & 2; *Fascist Revolution in Italy*, pgs. 1-52
 11 February The Roots of Fascism
- 13 February World War I and the Crisis of European Liberalism

Week 6

- 📖 *Anatomy of Fascism*, Chapter 3; *Fascist Revolution in Italy*, pgs. 53-64
 18 February Why was Fascism Appealing?
- 20 February What did Fascism Promise?

Week 7

- 📖 *Anatomy of Fascism*, Chapter 4; *Fascist Revolution in Italy*, pgs. 65-108
 25 February The Seizure of Power

27 February Fascism and the State

Unit II: Power and Radicalization

Week 8

📖 *Russian Revolution*, Chapter 4; *Lenin and the Making of the Soviet State*, pgs. 103-161

04 March The Death of Lenin and the NEP

06 March Bolshevism in Power

Week 9

📖 *Russian Revolution*, Chapters 5 & 6; begin *Homage to Catalonia*

11 March Stalin's Revolution

13 March The Purges and the Terror

Midterm Take-Home Exam Due

Spring Break: 18 and 20 March

Week 10

📖 Conclude *Homage to Catalonia*

25 March The Spanish Civil War (I)

27 March The Spanish Civil War (II)

Week 11

📖 *Anatomy of Fascism*, Chapter 5; *Fascist Revolution in Italy*, pgs. 109-140; begin *Backing Hitler*

01 April The Party and the State

03 April Fascist Culture

Week 12

📖 *Anatomy of Fascism*, Chapter 6; *Fascist Revolution in Italy*, pgs. 141-162; continue *Backing Hitler*

08 April Continual Revolution

10 April Fascism and War

Week 13

Continue *Backing Hitler*

15 April Film Screening: *Triumph of the Will*

17 April Film Screening: *Triumph of the Will*

Week 14

 Conclude *Backing Hitler*

22 April The Implications of the Racial State

24 April Consent and Coercion

Analysis Essay Due

Week 15

 *Anatomy of Fascism*, Chapters 7 & 8

29 April Summing Up

Finals Week

03 May (Fri.) **Analysis Essay Presentation during the Final Exam, 8.00-10.00 AM**

**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.

HIST 3513 HISTORIOGRAPHY AND HISTORICAL METHODS

University of Arkansas at Monticello
Fall 2013

Tues. & Thurs., 11.10AM-12.30PM, MCB 306

Dr. Clinton Young E-mail: young@uamont.edu

Office: MCB 305 Office Phone: (870) 460 1163

Office Hours: Mon., Wed. 1.00-4.00PM; Tues. Thurs. 1.30-4.00PM; and by appointment.

Course Description & Goals

Historiography is the study of history as a discipline—what historians actually do to interpret and write history. The goal of this course is to introduce you to the art of historical interpretation; you will learn how historians use primary sources, how historians engage with the work of other historians, and some different approaches to interpreting history. The end result of your study will be a 15 page research paper in which you engage the past as a historian—not merely as a student—for the first time.

HIST 1013, HIST 1023, HIST 2213 and HIST 2223 are prerequisites for this course. If you have not taken all these courses, see the instructor immediately. In addition, if you have not completed ENGL 1023, you should probably not be enrolled in this course.

Required Texts (Available from the UAM Bookstore)

📖 Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed. (Chicago)

📖 Jules R. Benjamin, *A Student's Guide to History*, 12th ed. (Bedford/St. Martin's)

Note: It is highly advisable you buy rather than rent these books. You will find them useful in all of your subsequent upper-division history courses.

There will also be a few articles that will be distributed in class.

Course Requirements

Primary Source Exercise #1 10%

Primary Source Exercise #2 10%

Citation Exercise 15%

Participation and Professionalism 15%

Research Paper 50%

The Research Paper is made up of multiple components, which will be discussed in a separate handout.

Weekly Updates: Each Tuesday, we will be class with a 20-30 minute discussion of the progress you have made on your paper over the previous week; each student will be expected to talk for 2-3 minutes about what they have accomplished. This can also be a forum for seeking advice on problems you may be currently be encountering. Class members are encouraged to give constructive feedback on each other's updates. Failure to share your weekly update will lower your participation grade. Failure to have done anything since the previous weekly update will lower your Research Paper grade.

Late Assignments: Any work turned in late will be penalized 1/3 letter grade per day late (this includes weekends). Late work is considered received when the instructor retrieves it, not when you place it in my mailbox or under my door. Students who submit the final draft of their research paper late will not only be penalized, but may receive an "incomplete" for the semester and will receive their course grade when the instructor finally has time to grade the paper during the following year. The instructor is not at fault for any subsequent problems with your GPA, enrollment, or financial aid status.

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 Participation & Professionalism 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, especially as there is a significant discussion component to this class.

While I take attendance, it is not considered an official part of your grade. However, as this class is heavily discussion-based, participation will be vital to your success. Students who are habitually absent will not succeed in this course, since any absence reduces your ability to participate effectively in class discussion and activities. 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 applies to both excused and unexcused absences. After all absences students will be expected to demonstrate through class participation that they have kept up with the course reading.

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.

E-mails to the instructor that require a reply will be responded to within 24 hours during the week. 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. I also reserve the right to ignore e-mails that ask questions that you could have answered yourself by reading the syllabus, had you not been such a lazy and irresponsible bum.

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 121; 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/drop classes 23 August

Last day to withdraw from classes 30 October

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 texts to class, as well as all notes on your reading. Note that readings are assigned by week. You may be instructed in class to have certain readings completed by certain days; if not, you are expected to work through the reading at such a pace that you have started before the first class session of the week and will finish by the last class session of the week.

📖 Benjamin, Chapters 1 & 2

22 August Introductory: What do Historians Really Do?

Week 1

📖 Benjamin, Chapters 3 & 5

27 August Historical Sources

29 August Writing About Primary Sources

Week 2

📖 Benjamin, Chapter 7

03 September Using the Library—*Meet at Special Collections, Taylor Library 233*

First Primary Source Analysis Due

05 September Developing a Topic

Week 3

📖 Turabian, Chapters 1 & 2; Bunk, “When the Bounding Basque met the Brown Bomber”

10 September The Research Process: Research Questions (I)

12 September The Research Process: Research Questions (II)

Week 4

📖 Benjamin, Chapter 4; Turabian, Chapters 3 & 4

17 September The Research Process: Sources (I)

19 September The Research Process: Sources (II)

Week 5

 Benjamin, Chapter 5; Baron, “The First Wave of American „Holocaust“ Films, 1949-1959”

24 September The Research Process: Historiography (I)

Research Paper: Topic Proposal Due

26 September The Research Process: Historiography (II)

Week 6

 Benjamin, Chapter 6

01 October Paraphrasing and Plagiarism

Second Primary Source Analysis Due

03 October **No Class**

Week 7

 Benjamin, Chapter 10; Turabian, Chapter 15

08 October Why We Cite

10 October How to Cite

Week 8

 Turabian, Chapters 16-17

15 October Checking Your Citations

Citation Exercise Due

17 October The Writing Process

Week 9

 Benjamin, Chapters 8 & 9; Turabian, Chapters 5-8

22 October Drafting Your Paper (I)

Research Paper: Annotated Bibliography Due

24 October Drafting Your Paper (II)

Week 10

29 October The Process of Peer Review

Research Paper: Paper Exchange Materials Due

31 October In-Class Peer Review

Week 11

 Turabian, Chapters 9-11

05 November Revisions, or Why Only Morons Begin the Night before the Paper is Due (I)

07 November Revisions, or Why Only Morons Begin the Night before the Paper is Due (II)

Week 12

12 November **Individual Office Meetings during Class**

14 November **Individual Office Meetings during Class**

Week 13

 Turabian, Chapter 13

19 November Presentations, Abstracts, and Conferences (I)

21 November Presentations, Abstracts, and Conferences (II)

Week 14

26 November **Writing and Revision Day—No Class**

28 November **Thanksgiving—No Class**

Week 15

03 December **Research Presentations**

05 December **Research Presentations**

06 December (Fri.) **Research Paper: Final Draft due by 11.30AM (earlier submissions accepted)**

Finals Week

 Turabian, Chapters 12 & 14

13 December (Fri.) **Final Exam Period, 10.30AM-12.30PM**

Return of Essays and Post-mortem

**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.

HISTORY 3553

Africa

University of Arkansas at Monticello
Fall 2013

Instructor: Constanze Weise

E-mail: weise@uamont.edu

Office: MCB 200

Office Phone: (870) 460 1847

Office Hours: M/W/F 10-11 AM & 2- 3 PM; and by appointment

Course Description & Goals

This course is a survey of the history of Africa from earliest times to the contemporary period. The central themes of the first part of the class will be how people in Africa mastered and used the environment in which they lived, how they organized their societies in different periods and places, and how they changed and developed in the face of shifting historical circumstances. We will explore the ancient historical roots of the great cultural diversity of the continent. Among the topics and themes of history we will consider as we progress forward in time toward the eighteenth century will be agricultural developments, technology, social change, political growth of scale, urbanization, trade and commerce, religion, art and music.

The second part of the class will center on the history of Africa from the dawn of the nineteenth century to the contemporary period. It focuses on the political, economic, social and cultural forces that helped in shaping the societies of Africa during this period. Among the key themes to be examined are the Islamic jihads, the abolition of the trans-Atlantic slave trade and slavery, the so called "legitimate trade", European incursions and resultant African resistance, African labor and colonial economies, Pan-Africanism, the rise of African nationalism, the attainment of political independence, neo-colonialism and underdevelopment, Apartheid in South Africa, Gender, internal dissension in contemporary Africa as well as phenomena of globalization such as urbanization and epidemics and diseases.

HIST 1013 and HIST 1023 are prerequisites for this course. If you have not taken both these courses, see the instructor immediately.

Learning Objectives

Goal 1: Students will develop a historical perspective that will help orient their thinking in terms of causes, consequences and chronology, and will promote deeper understanding about and empathy for people who lived and live on the African continent.

Goal 2: Students will learn research skills to help them locate essential historical information and will understand how to assess and categorize various types of primary and secondary sources.

Goal 3: Students will develop more effective writing and communication skills by learning how to formulate and support plausible historical interpretations.

Goal 4: Students will develop a working understanding of methods, debates and themes of African history.

Required Texts: (Available from the UAM Bookstore)

- 📖 Kevin Shillington, *History of Africa (Palgrave Macmillan)*, New York 2012 (Third Edition)
- 📖 Beverly B. Mack and Jean Boyd, *One Woman's Jihad: Nana Asma'u, Scholar and Scribe*, (Indiana University Press), Bloomington and Indianapolis, 2000
- 📖 D. T. Niana, *Sundiata: An Epic of Old Mali*, (Longman), Harlow, UK, 2006 (Revised Edition)
- 📖 Chinua Achebe, *Things Fall Apart* (Anchor Books), New York 1994
- 📖 Ahmadu Hampate Ba, *The Fortunes of Wangrin* (Indiana University Press), Bloomington and Indianapolis, 1999.

There will also some additional short readings as indicated in the syllabus. These can be accessed on-line or will be distributed in class.

Course Requirements

One Midterm	10%
Final Exam	20%
2 Essays out of 4	15% each, total 30 %
Participation & Professionalism	10%
Leading the Discussion	10 %
Reading Response Papers	20%

Reading Response Papers: Since much of this course is built around the discussion of assigned readings, and novels and documentaries, these short one page essays will not only help you to prepare for our class but also stimulate the class discussions. The reading response papers must be typed and turned in after class. They should contain a discussion of the major themes of the assigned readings. Late reading response papers will not be accepted. Reading response papers from absent students will also not be accepted. You will be able to drop the reading response paper with the lowest grade.

Essays: The essay prompts for the assigned books will be given out in week 1. All of you will have to write an essay on the Sundiata Epic. For the second essay you can choose from the the other three assigned books: *Nana Asma'u*, *Things Fall Apart* or **The Fortunes of Wangrin**. The due dates for the essays are strict and late essays will not be accepted. Essays from students who do not attend the class discussion will not be accepted. Although these are short essays, they will still be held to strict standards in terms of grammar, spelling, mechanics, citation and plagiarism. Essays will be 4 pages long, double-spaced. I will give out formatting details and a grading rubric when I distribute the essay prompts.

Leading the Discussion: Three times during the semester, you and one or two other students will be leading the discussion of readings and documentaries/movies. You will have to sign up for three specific weeks. Even though this is a group exercise, I will grade you on both levels: collaboration and individual performance.

Exams: There will be a midterm and a comprehensive final. Both exams are considered open notes. You will be able to bring your notes for class preparation and from lecture and class discussion.

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, use of computers or any other electronic devices 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, “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.

Attendance and active participation are considered an official part of your grade. Active participation is understood as coming to class prepared and participating in discussion and class activities. This class is an upper division lecture/discussion survey class and attendance will therefore be vital to your success. Students, who miss more than 1 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 one excused absence consult the instructor as soon as possible. Sign-in sheets are normally passed around to take attendance; students who collude in

forging or falsifying sign-in sheets will be penalized at the instructor's discretion. Students who sleep in class, use their cell phones in class, or are otherwise mentally absent will not be counted as present.

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. The same applies for students who leave class early.

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 emails 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. E-mail sent in the evening or at night usually may not be answered until the next day. All e-mails to the instructor must include your name, the section you are in and be written in clear, standard English; I will not respond to e-mails that use text message abbreviations, do not use capitalization and don't carry a respectful address etc. I also reserve the right to ignore e-mails that ask questions that you could have answered yourself by reading the syllabus.

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/drop classes	23 August
Last day to withdraw from classes with a "W"	30 October

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. The syllabus is subject to change. There might be some additional readings that will be assigned or swapped with the ones already assigned.

21 August Introductory
Film: Different but Equal

Week 1 ***First Peoples; First Farmers***

28 August The Beginning of Agriculture and African Ancient Ways of Life
 *Shillington*, Chapters 1, 2, 3, 4 (pages 9--68)
Film: Mastering of a Continent
 Discussion: Shillington and Film

Ancient African Empires 1

04 September Ancient Egypt, Aksum, Meroe and Ethiopia, Swahili City States,
 Zimbabwe
 *Shillington*, Chapter 5, 8, 9, 10 (pages 69-84; 114-160)

Film: Caravans of Gold
 Discussion: Shillington and Film

Week 3 ***Ancient African Empires 2***

11 September Trans-Saharan Trade; Islam and the Sudanic States of West Africa
 *Shillington*, Chapter 6 and 7 (pages 85-113)

Film: Keita, the Heritage of a Griot
 Discussion: Niane, Sundiata Epic and Film

Week 4 ***The Trans-Atlantic Slave Trade 1***

18 September The Atlantic Slave Trade, sixteenth to eighteenth Century: West Africa
 *Shillington*, Chapter 12 and 13 (pages 176-202)

Film: Goree, the Door of No-Return
 Discussion: Shillington and Film
Essay 1 Due

Week 5 **Midterm (50 minutes)**

The Trans-Atlantic Slave Trade 2

25 September The Atlantic Slave Trade, sixteenth to eighteenth Century: Central Africa
 *Shillington*, Chapter 14 (pages 203-217)

Film: The language you cry in
 Short Discussion: Shillington and Film

Week 6 ***Islamic Revolutions of the nineteenth Century***

02 October *West Africa and Central Africa in the nineteenth Century and the ending of the slave trade*

 *Shillington*, Chapter 16 and 17 (pages 230-262)

Film: The Bible and the Gun

Discussion: Beverly Mack: Nana Asma'u and Film

Week 7 Missionaries, Explorers and European Imperial Expansion

09 October

 *Shillington*, Chapter 18, 19, 20 and 21 (pages 280-327)

Film: This Magnificent African Cake

Discussion: Chinua Achebe: Things fall apart and Film

Week 8 Colonialism

16 October Colonial conquest, colonial rule and African resistance

 *Shillington*, Chapters 22-25 (pages 328-378)

Film: Mister Johnson

Discussion: Amadou Hampate Ba: The Fortunes of Wangrin and Film

Week 9 South Africa

23 October From before 1650 to Apartheid and Independence

 *Shillington*, Chapter 15, 18, 22, 28 (pages 218-229; 263-278; 328-342; 425-432)

Film: Cry, the beloved Country

Discussion: *Shillington* and Film

Week 10 Independence

30 October The winning of Independence

Shillington, Chapter 26, 27, 28 (pages 389-432)

Film: Rise of Nationalism

Discussion: *Shillington* and Film

Essay 2 Due

Week 11 Postcolonialism I: Gender

06 November Africa since Independence

 *Shillington*, Chapter 29 (pages 433-446)

Film: Faat Kine

Discussion: Mariama Ba, So long a letter and Film

Week 12 Postcolonialism II: Urbanization

13 November

📖 Bill Freund, *The African City*, chapters 5 and 6 (pages 142-198), will be posted on Blackboard

Film: Lagos Kohlhaas

Discussion: Freund and Film

Week 13

20 November

No Class — Professor Weise at African Studies Association Meeting

Watch Film: Tsotsi (on Course Reserve) and write Film Review

Week 14

27 November

Thanksgiving—No Class

Week 15 Postcolonialism III: Africa in the 21th Century

📖 *Shillington*, Chapter 30 -32 (pages 447-480)

Course Wrap-up and Review for Final Exam

Finals Week

11 December (W) **Final Exam, 4.45-7.45 PM**

**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.

HISTORY 3573
COLONIAL AMERICA

Spring 2013

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

Course Objectives: In this course we will gain an understanding of the human dimensions of early American history. Some attention will be given to the natives of the New World, the Age of Discovery, the Columbian Exchange, and the development of Spanish, French, and Dutch colonies in North America, but our primary focus will be the English colonies in the seventeenth and eighteenth centuries. This was the formative period in Anglo-American history in which familiar social patterns, cultural habits, economic practices, and forms of government first appeared. In other words, we are going to explore the *genesis* of the modern American nation so pay attention and prepare to learn some important stuff.

Required Texts: New and used copies are available in the bookstore and through internet retailers.

Horn, *A Land As God Made It: Jamestown and the Birth of America*

Breen & Innes, *Myne Owne Ground: Race and Freedom on Virginia's Eastern Shore*

Morgan, *The Puritan Dilemma: The Story of John Winthrop*

Demos, *A Little Commonwealth: Family Life in Plymouth Colony*

Ulrich, *Good Wives: Image and Reality in the Lives of Northern New England Women*

Assignments: An advanced history course is composed primarily of reading and discussion. Students should attend class *regularly* in order to participate in activities and receive current assignments, including test dates. The instructor will *not* provide such information via internet, telephone, or the Like. The following outline is tentative.

Week 1: The New World

Week 2: Europe and the Age of Discovery

Week 3: Spain in America

Week 4/ 5: The Chesapeake (Read: Horn)

Week 6/7: Africa and Slavery (Read: Breen 8: Innes)

Week 8/9: Protestantism and Puritanism (Read: Morgan)

Week 10/11: Everyday Life I (Read: Demos)

Week 12/13: Everyday Life II (Read: Ulrich)

Week 14: British America

Tests and Grades: Grades will be based on the following scale: 100-91% is an A, 90-81% is a B, 80-71% is a C, 70-61% is a D, and below 60% is an F. Final grades will be determined in part by your performance on tests (80%) and in part by your classroom participation, demeanor, and behavior (20%). Six tests are scheduled but that number is subject to change. If you miss a test you may take a makeup *within one week*. If you fail to take a makeup within that period, or if you fail to take the final test as scheduled, you will receive zero points for each missed test (except in cases of medical emergency). Cheating will result in zero points for that test. The instructor will provide additional information about these matters.

Attendance and Decorum: Attendance is not required but is highly recommended. Be punctual. The instructor may refuse to admit students who are excessively tardy. You are expected to behave in a decorous manner appropriate to a college classroom at all times. Inappropriate behavior may adversely affect your grade and result in your

expulsion from the classroom. Inappropriate behavior includes but is not limited to use of any and all electronic devices without the permission of the instructor and all forms of rude, inconsiderate, disorderly, or disruptive activities as determined by the instructor. Let us strive to make our classroom experience pleasant and conducive to Learning.

And now a few words from the UAM bureaucracy . . .

Withdrawals: The Last day to drop a course with a W is April 3. The Last day to withdraw from a course is April 25.

Disability Statement: It is UAM policy to accommodate individuals 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 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.

HISTORY 3583

LATIN AMERICAN HISTORY

University of Arkansas at Monticello
Spring 2013

Tues. & Thurs. 1.40-3.00PM, MCB 201

Dr. Clinton Young

Office: MCB 305

Office Hours: Mon., Wed., Fri., 9.00-10.00AM; Mon., 2.30-4.30PM; Tues. & Thurs., 3.00-4.30PM; and by appointment

E-mail: young@uamont.edu

Office Phone: (870) 460 1163

Course Description & Goals

This course covers the history of Latin America and the Caribbean from Pre-Columbian civilizations through the contemporary period, with an emphasis on political, social, and economic developments. We will pay particular attention to the relationship that Latin America has had with other parts of the world, particularly Spain and France during the colonial period and the United States during the national period.

HIST 1013 and HIST 1023 are prerequisites for this course. If you have not taken both these courses, see the instructor immediately.

Required Texts (Available from the UAM Bookstore; some are on reserve at Taylor Library)

📖 John Charles Chasteen, *Born in Blood and Fire: A Concise History of Latin America* (W.W. Norton)

📖 Stuart Schwartz, *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico* (Bedford/St. Martin's)

📖 Domingo F. Sarmiento, *Facundo: or, Civilization and Barbarism* (Penguin)

📖 Tom Gjelten, *Bacardi and the Long Fight for Cuba* (Penguin)

There will also be one shorter reading that will be distributed in class.

Course Requirements

Midterm Exam	20%
Final Exam	20%
Reading Analysis Essays	10% each, 30% total
Film Analysis Essay	20%
Participation and Professionalism	10%

Reading Analysis Essays: You will write three 3-5 page essays analyzing the main readings for the course. There are five options for Discussion Essays; you are required to write three. I will accept up to four essays and will drop the lowest score for those who wish to improve their writing. Since you have multiple options as to due dates, I will not accept late papers *under any circumstances* (as this defeats the purpose of the exercise: to prepare you to discuss the texts in class). The topics for the essays will be circulated by e-mail in advance of the due date.

Film Analysis Essay: You will write a short essay analyzing the historical accuracy of the film that will be shown in class in early April. More information will be provided later in the semester.

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 Participation & Professionalism 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, especially as there is a significant discussion component to this class.

While I take attendance, it is not considered an official part of your grade. However, as this class is heavily discussion-based, participation will be vital to your success. Students who are habitually absent will not succeed in this course, since any absence reduces your ability to participate

effectively in class discussion and activities. 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 applies to both excused and unexcused absences. After all absences students will be expected to demonstrate through class participation that they have kept up with the course reading.

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.

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

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. Please see the current UAM catalog for specific regulations. I will also penalize inadvertent or unintended plagiarism; make sure that you are clear on the rules of proper quotation, paraphrase, and citation. If you have further questions about what constitutes academic dishonesty, you should consult with the instructor.

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 121; 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/drop classes 15 January

Last day to withdraw from classes 27 March

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 texts to class, as well as all notes on your reading.

Note that readings are assigned by week. You may be instructed in class to have certain readings completed by certain days; if not, you are expected to work through the reading at such a pace that you have started before the first class session of the week and will finish by the last class session of the week.

📖 *Born in Blood and Fire*, Introduction

10 January Introductory

Week 1

📖 *Born in Blood and Fire*, Chapter 1; *Victors and Vanquished*, pgs. 1-78

15 January Pre-Columbian Latin America

17 January First Encounters

Week 2

📖 *Victors and Vanquished*, pgs. 79-181

22 January Conquest (I): The Aztec Empire

Reading Analysis Essay #1 Due

24 January Conquest (II): The Inca Empire and the Exploration of America

Week 3

📖 *Victors and Vanquished*, pgs. 182-243; *The Black Jacobins*, Chapter 1

29 January The Settlement of Spanish America

31 January Slavery in the Americas

Week 4

📖 *Born in Blood and Fire*, Chapter 2; *The Black Jacobins*, Chapter 2

05 February The Creation of Creole Society

Reading Analysis Essay #2 Due

07 February Baroque Culture in Latin America

Week 5

📖 *Born in Blood and Fire*, Chapter 3; Begin *Facundo*

12 February The Bourbon Reforms

14 February Independence (I): The Birth of Liberalism

Week 6

📖 *Born in Blood and Fire*, Chapter 4; Continue *Facundo*
 19 February Independence (II): The Wars of Independence
 21 February *Caudillismo* and Republicanism

Week 7

📖 *Born in Blood and Fire*, Chapter 5; Conclude *Facundo*
 26 February Post-Independence Society
Reading Analysis Essay #3 Due
 28 February Mexico in the Nineteenth Century

Week 8

📖 *Born in Blood and Fire*, Chapter 6; Begin *Bacardi and the Long Fight for Cuba*, Chapters 1-9
 05 March **Midterm Exam**
 07 March The Monroe Doctrine and its Consequences

Week 9

📖 *Born in Blood and Fire*, Chapter 7; Finish *Bacardi and the Long Fight for Cuba*, Chapters 1-9
 12 March Agrarian Rebellion and Revolution
 14 March Nationalization in Mexico

Spring Break: 19 and 21 March*Week 10*

📖 *Born in Blood and Fire*, Chapter 8; *Bacardi and the Long Fight for Cuba*, Chapters 10-14
 26 March Right-Wing Populism
 28 March The Cuban Revolution
Reading Analysis Essay #4 Due

Week 11

📖 *Born in Blood and Fire*, Chapter 9; *Bacardi and the Long Fight for Cuba*, Chapters 15-16
 02 April Marxism in Latin America
 04 April **No Class**

Week 12

📖 *Bacardi and the Long Fight for Cuba*, Chapters 17-19
 09 April Authoritarian-Bureaucratic Dictatorships in the Southern Cone
 11 April Film Screening: TBA

Week 13

16 April Film Screening: TBA
 18 April Class Exercise: Film, Rum, and History

Week 14

📖 *Born in Blood and Fire*, Chapter 10; *Bacardi and the Long Fight for Cuba*, Chapters 20-22

23 April Twentieth-Century Culture

Reading Analysis Essay #5 Due

25 April Democratization and Debt

Week 15

📖 *Bacardi and the Long Fight for Cuba*, Chapter 23

30 April Contemporary Issues

Film Analysis Essay Due

Finals Week

06 May (Mon.) **Final Exam, 1.00-3.00PM**

**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.

UNIVERSITY OF ARKANSAS AT MONTICELLO
HISTORY 3593-01: *ARKANSAS HISTORY*
FALL 2013

MWF: 9:10-11:00 A.M., MCB 318

J.K. Day, Ph.D.

OFFICE: MCB 311

TELEPHONE: (870) 460-1887

EMAIL: day@uamont.edu. I will check my email every school day.

SKYPE: JohnKyleDay

OFFICE HOURS: Mondays through Fridays 1:30-3:30 P.M., and by appointment.

COURSE PREREQUISITES:
HIST 2213 (ACTS 2113) or HIST 2223 (ACTS 2123)

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 various 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, listening, 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 readings, films, and lectures will often confront you with multiple interpretations of the past. The examinations will thus allow you to demonstrate your comprehensive understanding of the material.

GRADING

Your grade will be determined by your performance on a Middle Term Examination, given September 27, an out-of-class essay due November 1, and a Final Examination given Friday,

December 13, from 8:00-10:00 A.M. Each will be worth one-third or 33 percent of your grade. The grading scale follows university standards: A (100-90); B (89-80); C (79-70); D (69-60); F (59 and below).

The middle-term and final examinations will be taken in a large scale scantron (Form 886-E), which can be purchased at the bookstore. Both examinations will entail writing a coherent and comprehensive essay and answering a series of matching, multiple choice, and short identification questions. The out-of-class essay will entail you producing a formal essay in response to a question provided by me. The mid-term will be comprehensive, while the final exam will deal only with the material covered after the mid-term examination. Both tests must be taken at the designated times. On the examination essays and short identification items, you will be responsible for integrating material from lectures, readings, films, and class discussions. I will distribute a study guide prior to the examination dates to help prepare you for the test. I reserve the right, however, to change the format of the examinations if necessary.

REQUIRED 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 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 class discussion 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, 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.

1. Trey Berry & John Kyle Day, *Arkansas History: A Collegiate Reader*
2. George Sabo, *Paths of Our Children: Historic Indians of Arkansas* (9/13).
3. Ken Barnes, *Who Killed John Clayton?: Political Violence and the Emergence of the New South, 1861-1893* (10/18).
4. David Malone, *Hattie and Huey: An Arkansas Tour* (11/15).
5. Jay Jennings, *Carry the Rock: Race, Football, and the Soul of an American City* (11/25).
6. David Mac, *When Money Grew On Trees: The True Tale of a Marijuana Moonshiner and the Outlaw Sherriff of Madison County, Arkansas* (12/4).

CLASS COMMUNICATION, ATTENDANCE, AND PARTICIPATION

As you can see, it is in your best interest to attend and readily participate in all classes, as well as keep up with the assigned readings. 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, attend, and participate 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 drop by, 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 lectures, class discussions, videos, guest speakers, and readings. It is your responsibility to master all of these resources and incorporate them into a meaningful whole.

Regular attendance is strongly encouraged. I will not entertain discussions concerning course performance and/or grades from those students who have not demonstrated regular attendance and participation. A great many of our class sessions will consist of a discussion of the particular assigned readings for that week or some other in-class exercise, so please be ready to actively participate. If you clearly demonstrate that you are unprepared, you will be marked absent for the day. If attendance becomes a problem, then I reserve the right to alter the grading scale, including the possibility of pop quizzes.

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 6, in MCB 318.

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 2013-2015 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.” 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.

GRADE NOTIFICATION

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.

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.

COURSE SCHEDULE

8/22-9/25	<i>Collegiate Reader</i> , 1-172
9/27	Mid-Term Examination: Please bring scantron (Form 886-E)
10/4	AACHT: no class.
9/30-11/1	<i>Collegiate Reader</i> , pp. 173-458
10/25	Out-Of-Class Essay Distributed
11/1	Out-Of-Class Essay Due 3:00 p.m.
11/4-12/6	<i>Collegiate Reader</i> , pp. 461-606. 11/8 AHC: no class.
12/6	Last Day of Class: Make-up examination
12/13	Final Examination, 8:00-10:00 A.M. Please bring scantron (Form 886-E)

FALL 2013 - HISTORY 3683 AMERICAN REVOLUTION

Instructor: W. Shea

Office: MCB 227

Division: Social and Behavioral Sciences

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

Course Objectives: In this course we will examine the dissolution of the British Empire in North America, the long and costly struggle for American independence, and the disorderly creation of the world's first successful new nation. The last quarter of the eighteenth century was the formative period in American history, a period in which a wide array of familiar ideological patterns, political practices, and governmental institutions first appeared. In other words, we are going to explore the *genesis* of the modern American nation so pay attention and prepare to learn some interesting and important stuff.

Required Texts: New and used copies of these books are available in the campus bookstore and through internet retailers.

Morgan, *The Birth of the Republic* (principal text)

Fischer, *Paul Revere's Ride*

Fischer, *Washington's Crossing*

Ellis, *His Excellency: George Washington*

Beeman, *Plain, Honest Men: The Making of the American Constitution*

Assignments: An advanced history course is composed primarily of reading and discussion. Students should attend class *regularly* in order to participate in activities and receive current assignments, including test dates.

Tests and Grades: Grades will be based on the following scale: 100-91% is an A, 90-81% is a B, 80-71% is a C, 70-61% is a D, and below 60% is an F. Final grades will be determined in part by your performance on tests (80%) and in part by your classroom participation, demeanor, and behavior (20%). Six tests are scheduled but that number is subject to change. If you miss a test you may take a makeup *within one week*. If you fail to take a makeup within that period, or if you fail to take the final test as scheduled, you will receive zero points for each missed test (except in cases of medical emergency). Cheating will result in zero points for that test. The instructor will provide additional information about these matters.

Attendance and Decorum: Attendance is not required but is highly recommended. Be punctual. The instructor may refuse to admit students who are excessively tardy. You are expected to behave in a decorous manner appropriate to a college classroom at all times. Inappropriate behavior may adversely affect your grade and result in your expulsion from the classroom.

Inappropriate behavior includes but is not limited to use of any and all electronic devices without the permission of the instructor and all forms of rude, inconsiderate, disorderly, or disruptive activities as determined by the instructor. Let us strive to make our classroom experience pleasant and conducive to learning.

Withdrawals: The last day to drop a course with a W is October 30.

Disability Statement: It is UAM policy to accommodate individuals 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 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.

UNIVERSITY OF ARKANSAS AT MONTICELLO
HISTORY 4603-01
HISTORY OF MODERN AMERICA, 1900-1945

FALL SEMESTER, 2013

MWF-10:10-11:00 A.M.

MCB 318

J.K. Day, Ph.D.

OFFICE: MCB 311

TELEPHONE: (870) 460-1887

EMAIL: day@uamont.edu. I will check my email every school day.

SKYPE: JohnKyleDay

OFFICE HOURS: Mondays through Fridays 1:30-3:30 P.M., and by appointment.

PREREQUISITES: HIST 2213 & HIST 2223

COURSE DESCRIPTION AND OBJECTIVES

This course is an introduction to the breadth, sweep, and drama of American History in the first half of the twentieth century. We will study the cultural, diplomatic, economic, political, and social development of the American people during the first half of the twentieth century. 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 this period to both that which came before it and that which came afterward. We will consider various themes that transform American society and culture, and study how various segments of our national citizenry 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 modern American 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, comprehensive note taking during class lectures and films, and then proactive participation in classroom discussions. 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, lectures, and discussions will often confront you with multiple interpretations of the past. The examinations and written essay will thus allow you to demonstrate your comprehensive understanding of the material.

READINGS

(due dates in parentheses)

In order to succeed in this course, it is imperative that you acquire access to the assigned readings, all of which are available for purchase at the UAM bookstore. 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, ask questions, and proactively participate in classroom discussion before you walk into the classroom 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 have taken in the classroom, 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.

1. Walter LeFeber, *et. al.*, *The American Century: A History of the United States from 1890-1941* (due dates in course calendar).
2. John F. Kasson, *Amusing the Million: Coney Island at the Turn of the Twentieth Century*. (9/13).
3. Kevin Boyle, *Arc of Justice: A Saga of Race, Civil Rights, and Murder in the Jazz Age* (10/18).
4. Amity Shlaes: *The Forgotten Man: A New History of the Great Depression* (11/15).
5. Richard B. Frank, *Downfall: The End of the Japanese Imperial Empire* (12/4)

GRADING

The grading for this course will be determined by your performance on a mid-term examination given September 27, an out-of-class essay due November 1, and a final examination given Thursday, December 12, from 1:30-3:30 P.M. Each will be worth one-third or 33 percent of your grade. The examinations will consist of answering a series of short identification questions and writing a comprehensive essay. Both examinations will be taken in a bluebook, also available for purchase at the bookstore. The out-of class essay will entail writing a comprehensive answer to a particular question offered by the instructor. The grading scale follows university standards: A (100-90); B (89-80); C (79-70); D (69-60); F (59 and below).

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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.

COURSE SCHEDULE

8/22-9/25	Lefebber, chaps. 1-2
9/27	Mid-Term Examination: Please bring blue book.
10/4	AACHT: no class.
9/30-11/1	Lefebber, chaps. 3-5
10/25	Out-Of-Class Essay Distributed
11/1	Out-Of Class Essay Due 3:00 p.m.
11/4-12/6	Lefebber, chaps. 6-8.
11/8	AHC: no class.
12/6	Last Day of Class: Make-up examination
12/12	Final Examination, 1:30-3:30 p.m. Please bring bluebook

JOHN KYLE DAY, Ph. D.

Associate Professor of History

School of Social and Behavioral Sciences
 University of Arkansas at Monticello
 P. O. Box 3619
 Monticello, AR 71665

EDUCATION

UNIVERSITY OF MISSOURI-COLUMBIA, DOCTORATE OF PHILOSOPHY, 2006

Dissertation: "The Southern Manifesto: Making Opposition to the Civil Rights Movement."
 President, Graduate Students Association, 2003-2004.

First Field: American History Since 1865, with emphasis on Modern America

Second Field: American History to 1865, with emphasis on the Old South

Third Field: Latin America, with an emphasis on Modern Mexico

Fourth Field: Political Science

UNIVERSITY OF ARKANSAS at FAYETTEVILLE, MASTER OF ARTS, 1999

Primary Field: American History

Thesis: "The Fall of Southern Moderation: The Defeat of Brooks Hays in the 1958
 Congressional Election for the Fifth District of Arkansas."

UNIVERSITY OF ARKANSAS at FAYETTEVILLE, BACHELOR OF ARTS, 1997

Senior Thesis: The Arkansas Gubernatorial Contests between Bill Clinton and Frank
 White, 1980, 1982, and 1986."

EXPERIENCE

UNIVERSITY OF ARKANSAS AT MONTICELLO, Associate Professor of History
 with tenure, August 2012- Present; Assistant Professor of History, 2007-2012; School
 of Social and Behavioral Sciences.

Courses taught: American History I & II; Field Courses on Colonial Virginia, and the New
 South & the Civil Rights Movement; Historiography and Historical Methods; Latin
 America; Arkansas History & Arkansas History Online; American South, 1815-Present;
 Modern America, 1900-1945; Recent America, 1945- Present; History of Mexico;
 Independent Study in History.

QUINCY UNIVERSITY (2006-2007), Visiting Assistant Professor of History,
 Department of History and Social Sciences. Courses taught: United States History I &

II; The New South and the Civil Rights Movement; Latin America; The U.S. in the Gilded Age and Progressive Era; Contemporary America.

CURRENT PROJECTS

Arkansas: A Story of a Land and a People. In development with Trey Berry.

The Southern Manifesto: How Massive Resistance Was Made (Jackson: University Press of Mississippi, 2014).

Civil Rights Arkansas: The Struggle for Black Freedom in the Natural State. Public Exhibit sponsored by the Arkansas Humanities Council and distributed throughout the Natural State debuting fall 2014.

History of the Eastern Finance Association. Proceedings of the 50th Annual Conference. April 2014.

"One State, Many Voices," Documentary Film, Consulting Humanities Scholar for the Butler Center for Arkansas Studies, Central Arkansas Library System.

Review of *The Irony of the Solid South: Democrats, Republicans and Race, 1865-1914* by Glenn Feldman, *Arkansas Historical Quarterly*, Spring 2014.

PUBLICATIONS

Review of *Defending White Democracy: The Making of a Segregationist Movement and the Remaking of Racial Politics, 1936-1965*, by Jason Morgan Ward, *Journal of Louisiana History*, Fall 2012.

"Progressives and Conservatives?: Louisiana's Bifactional Politics and Massive Resistance," Michael Martin, Ed., *Louisiana Beyond Black and White: New Interpretations of Twentieth-Century Race and Race Relations*. Lafayette: University of Louisiana Press, 2011.

Arkansas History: A Collegiate Reader. Southlake: Fountainhead Press, 2008. Co-edited with Trey Berry.

"The Southern Manifesto," "The Civil Rights Movement-Black Power after 1965," Congress," "Filibuster," and "Sunbelt," in James Ciment, Ed. *Postwar America: An Encyclopedia of Social, Political, Cultural, and Economic History*. San Juan Capistrano: M.E. Sharpe Inc., 2006.

"Lawrence Brooks Hays," "Thomas Dale Alford," in Nathania Sawyer, Ed. *Encyclopedia of Arkansas History and Culture* (Little Rock: The Butler Center for Arkansas Studies and the Central Arkansas Library System): On-line Journal.

"The New England Federalist Press and Slavery in the Age of Jefferson," *Historian* 65, No.6 (Winter 2003): 1303-1329.

"The Fall of a Southern Moderate: Brooks Hays and the 1958 General Election of Arkansas," *Arkansas Historical Quarterly* 59, No. 3 (Autumn 2000): 241-264.

"The United States Media and the Guatemalan *coup d'etat* of 1954," in *Delaware Review of Latin American Studies* 2, No. 1 (December 2000): On-line Journal.

AFFILIATIONS

Arkansas Association of College History Teachers, 2007-Present. Vice-President & Program Coordinator, 2008-2009; President, 2009-2012.

Arkansas Historical Association, 1998-Present. Board of Trustees, 2013-Present.

Arkansas Humanities Council, Board of Directors, 2010-present. African American Cemetery Preservation Program Committee, 2010-2011; Small Museum Grant Committee, 2010-present; REACH Education Mini-Grant Committee, 2012-present, Chairman, 2013-Present; Planning Committee, 2012-Present, Nominating Committee, 2012-present; Finance Committee, 2013-Present; Endowment Committee, 2013-Present; Vice-Chairman, 2013-Present.

Phi Alpha Theta National History Honor Society. Co-Advisor, Xi Mu Chapter, 2006-07; Founder and Advisor, Alpha Nu Zeta Chapter (Best Chapter Award, Division II, 2008, 2009, 2010, 2011, 2012, Nels Cleven Founders Award, 2013); National Councilor, 2010-2012; PAT Paper Prize Committee, 2011-Present; Advisory Board, 2012-2014; Online Credit Evaluation Committee, 2012-Present.

Drew County Historical Association, 2013-Present.

PRESENTATIONS

Moderator, Religion and Modernity in Late Nineteenth and Early Twentieth Century Asia," Arkansas Association of College History Teachers, Little Rock, October 3-4, 2013.

- Introductory Speaker for inaugural presentation of AETN Documentary Film, "Bayou Bartholomew: America's Longest Bayou, Drew County Historical Association, June 9, 2013, Forest Resources Building, University of Arkansas at Monticello.
- Panelist, "The Real Pirates of the Caribbean," Student Production of *Treasure Island*, May 8, 2013, Drew Central Middle School, produced by the Gift and Talented Program with financial support by the Arkansas Humanities Council.
- Moderator, "Pertaining to Women," Arkansas Historical Association, annual meeting, Helena-West Helena, April 13, 2013.
- Moderator, "The Potential and Pitfalls of Online History," Panel Discussion at the annual meeting of the Arkansas Association of College History Teachers, Hot Springs, October 4, 2012.
- Moderator, "Historical Reflections on the Arab Spring," Panel Discussion at the annual meeting of the Arkansas Association of College History Teachers, Little Rock, October 6, 2011.
- "Progressives and Conservatives?: Louisiana's Bifactional Politics and Massive Resistance," annual meeting of the Louisiana Historical Association, March 18, 2011, Lafayette.
- "Teaching Arkansas History," with Trey Berry, Shepherd Center Lectures, United Methodist Church of Monticello, Arkansas, August 18, 2009.
- Monticello/Drew County Rotary Club, UAM Student Center, February 12, 2009.
- "The Southern Manifesto: How Massive Resistance Was Made," at the annual meeting of the Arkansas Association of College History Teachers, Hot Springs, Arkansas, October 3, 2008.
- "Progressives and Conservatives?: Louisiana's Bifactional Politics and Massive Resistance," Louisiana Conference on Civil Rights, Natchitoches, Louisiana, February 2008.
- "Defending Jim Crow: The Southern Manifesto, the Powell Amendment, and the Political Interpretation of *Brown //*," Southern Historical Association, annual meeting, Atlanta, Georgia, November 4, 2005.
- "New England Federalists and Slavery in the Age of Jefferson," Mid-America History Conference, annual meeting, University of Arkansas, Fayetteville, September 18, 2002.
- "Brooks Hays, The Baptist Church, and Desegregation," Arkansas Historical Association, annual meeting, Springdale, Arkansas, April 14, 2001.

"The Fall of a Southern Moderate: Brooks Hays and the 1958 General Election of Arkansas," Missouri Conference on History, annual meeting, University of Missouri-Columbia, March 18, 2000.

"Brooks Hays, Civil Rights, and the Electoral Consequences of Desegregation," Mid-America Conference on History, annual meeting, Springfield, Missouri, September 23, 1999.

"Bargain and Corruption: Arkansas Style: The Theft of the 1933 Special Congressional Election," Phi Alpha Theta Regional Conference, University of Arkansas at Little Rock, March 20, 1999 (Awarded citation for "Best Graduate Paper").

AWARDS AND GRANTS Drew Central School District, "Parent Volunteer of the Year, 2012-2013."

Off Campus Duty Assignment, Spring Semester 2013.

Outstanding Faculty Member Award, School of Social and Behavioral Sciences, University of Arkansas at Monticello, 2011-2012.

Phi Alpha Theta Faculty Advisor Research Grant, 2011-2012.

"African American Struggles for Freedom and Civil Rights, 1865-1965," Summer Institute sponsored by the National Endowment for the Humanities and hosted by the W.E.B. DuBois Institute, Harvard University, June 26-July 22, 2011.

University of Arkansas at Monticello, General Assembly Faculty Research Committee Grant, 2009, 2010, 2011, 2012.

Doctoral Scholarship, Phi Alpha Theta National History Honor Society, 2005-2006.
University of Missouri Graduate Students Association, Travel Grants, 1999;
2002, 2005.

Graduate Achievement Award for "Outstanding Achievement in the Department on History," May 2001.

University of South Carolina, Institute for Southern Studies, Summer Research Fellow, 2005. University of Missouri Research Council, Research Travel Grant, Summer 2005.

University of Missouri Department of History, Frank F. and Louise I. Stephens Dissertation Fellowship, Winter Semester 2005.

Faculty nomination for the Graduate School's Donald K. Anderson Award for "Most Outstanding Teaching Assistant," 2003-04.

University of Missouri Graduate School, Dissertation Research Fellowship, Summer 2003.

Deep South Regional Humanities Center at Tulane University, Doctoral Dissertation Summer Research Fellowship, Summer 2003.

Dwight D. Eisenhower Foundation, Library Travel Grant, January 2003.

Lyndon Baines Johnson Foundation, Presidential Library Travel Grant, Summer 2002.

SERVICE

UAM Community Outreach Committee, 2007-2008; Faculty Search Committees (Social Work Field Coordinator, Assistant Professor of European History, Assistant Professor of African, Asian, and Middle Eastern History); Curriculum and Standards Committee, 2008-2010; Teacher Education Committee, 2010-2012; Winthrop Rockefeller Distinguished Lecture Series Program Committee, 2010-2011, Chairman, 2013-2014; Cost Containment Committee, 2012; Higher Learning Commission Accreditation Committee, 2012-2014; Taylor House Planning Committee, 2012-present; Library Committee, 2013-Present; Camp Monticello Development Committee, 2013-Present. Drew Central Schools Parent Teacher Organization, 2011-Present. President, 2012-2013. Friends of the Monticello/Drew County Library, Board of Directors, 2013-Present.

REFERENCES

- Tom Springer, Ph.D., Professor of Psychology and Dean of the School of Social and Behavioral Sciences, University of Arkansas at Monticello; springer@uamont.edu; (870) 460-1047; P. O. Box 3619, Monticello, AR 71656.
- Trey Berry, Ph.D., Vice-President for Academic Affairs, Southern Arkansas University; treyberry@saumag.edu; (870) 235-4004; P.O. Box 9402, Magnolia, AR 71753-5000.
- Robert M. Collins, Ph.D., William H. Byler Professor of Social and Behavioral Science, Department of History, University of Missouri-Columbia; collinsr@missouri.edu; (573) 882-9460; 101 Read Hall, Columbia, MO 65211.
- Michael Martin, Ph.D., Cheryl Courrege Burguières/Board of Regents Professor in History and Director, Center for Louisiana Studies, University of Louisiana at Lafayette; msm6506@louisiana.edu; 337-482-6900; Department of History and Geography, P.O. Box 42531, Lafayette, LA 70504-2531.
- Dr. Graydon Tunstall, Ph.D., Professor of History and Executive Director, Phi Alpha Theta National History Honor Society; tunstall@usf.edu; (800) 394-8195; University of South Florida, 4202 E. Fowler Ave., SOC 107, Tampa, FL 33620-8100.

Walter R. Everett

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Education

University of Louisiana at Monroe, 2006-2008.
 Master of Arts, History

Thesis: "Body of the Nation": Spain's Closure of the Mississippi River to American Navigation, the Initial Catalyst for United States Constitutional Reform, 1784-1788 (Dr. Roger M. Carpenter, Chair).

University of Arkansas, Monticello, 2001-2005. Magna Cum Laude
 Bachelor of Arts, History and Social Studies, Minor Political Science.

Languages

Read French

Professional Activity/Experience

Graduate Teaching Assistant
 University of Louisiana at Monroe History Department, 2006-Present

Interim History Instructor
 University of Louisiana at Monroe, Dr. Roger M. Carpenter
 United States History

Guest Lecturer
 University of Louisiana at Monroe, Dr. Marshall Scott Legan
 United States History

Guest Lecturer

University of Louisiana at Monroe, Dr. Monica M. Bontty
World History/Survey of Civilizations

Professional Presentations

"River of Influence: Navigation Rights on the Mississippi River and the Constitutional Evolution of the United States" presented at the 11th Annual Colloquium for Historical Studies at Louisiana Tech University, 305 Wisteria/P. O. Box 3178, Ruston, LA 71272.

Internships

Southern Education Foundation, 135 Auburn Ave NE, 2nd floor Atlanta, GA 30303. Lynn Huntley, President (404) 523-0001 ext. 103.

Arkansas Public Policy Panel (APPP), 1308 West Second Street Little Rock, Arkansas 72201. Bill Kopsky, Executive Director 501-376-7913. Historical Community Research and Presentation of findings to the APPP.

Professional Membership and Awards

Phi Alpha Theta

Alpha Chi National College Honor Scholarship Society, Inducted, 2005.

Brian Gregory Graduate Student of the Year Award 2007-2008, University of Louisiana at Monroe, Phi Alpha Theta-Epsilon Tau.

References

Dr. Roger M. Carpenter
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(318) 342-6739

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Department of History
University of Arkansas at
(870) 460-1547

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EDUCATION

Ph.D., American History. Rice University, 1975.

B.A., History, Louisiana State University, 1970.

VISITING POSITIONS

Fulbright Lecturer in American History, Nankai University, Tianjin, china, 1986-87.

DISSERTATION

"To Defend Virginia: The First Colonial Militia, 1607-1677," Rice University, 1975.
 Awarded the Longcope Prize for Best History Dissertation.

BOOKS

Union General: Samuel Ryan Curtis in the Civil War (forthcoming).

Fields of Blood: The Prairie Grove Campaign (University of North Carolina Press, 2009). Awarded the Fletcher Pratt Award of the Civil War Round Table of New York and the J. G. Ragsdale Book Award of the Arkansas Historical Association. A selection of the History Book Club and the Military Book Club.

Wilson's Creek, Pea Ridge, and Prairie Grove: A Battlefield Guide with a Section on the Wire Road (University of Nebraska Press, 2006). Co-authored with Earl J. Hess, William G. Piston, and Richard W. Hatcher.

Vicksburg Is the Key: The Struggle for the Mississippi River (University of Nebraska Press, 2003). Co-authored with Terrence J. Winschel. A selection of the History Book Club and the Military Book Club.

Pea Ridge: Civil War Campaign in the West (University of North Carolina Press, 1992). Co-authored with Earl J. Hess. A selection of the History Book Club and the Book-of-the-Month Club.

The Virginia Militia in the Seventeenth Century (LSU Press, 1983).

BOOKLETS AND ESSAYS

"The War We Have Lost," *Arkansas Historical Quarterly*, 70 (Summer 2011).

Foreword to *Confederate Generals in the Trans-Mississippi*, Lawrence H. Hewitt, Arthur W. Bergeron, and Thomas E. Schott, eds. (University of Tennessee Press, 2013).

"Thunder in the Ozarks: The Battle of Prairie Grove," *North & South*, 9 (June 2006).

"Winter Battle: Pea Ridge and the Civil War in the West," *Hallowed Ground*, 6 (Winter 2005).

"Blunt's Raid: The Army of the Frontier Seizes Van Buren, Arkansas," *North & South*, 8 (Sept. 2005).

"Prelude to Prairie Grove: Cane Hill, November 28, 1862," *Arkansas Historical Quarterly*, 63 (Winter 2004).

"Whipped and Routed: Blunt Strikes Marmaduke at Cane Hill," *North & South*, 7 (October 2004).

The Pea Ridge Campaign (Eastern National Parks Association, 2001).

"A Nice Little League of Our Own: Baseball in 1915," *Drew County Historical Journal*, 15 (2000). Awarded the Best Community History Award of the Arkansas Historical Association.

Introduction to William Baxter, *Pea Ridge and Prairie Grove; or, Scenes and Incidents of the War in Arkansas* (University Of Arkansas Press, 2000).

"A Semi-Savage State: The Image of Arkansas in the Civil War" in *Civil War Arkansas: Beyond Battles and Leaders*, Anne J. Bailey and Daniel E. Sutherland, eds. (University of Arkansas Press, 2000).

"Pea Ridge and Prairie Grove Battlefields" in *Sentinels of History: Reflections on Arkansas Properties on the National Register of Historic Places*, Mark K. Christ, ed. (University of Arkansas Press, 2000).

"Samuel Ryan Curtis" in *American National Biography*, John A. Garraty and Mark C. Carnes, eds. (24 volumes, Oxford University Press, 1999).

"Pea Ridge" and "Prairie Grove" in *The Civil War Battlefield Guide*, Frances H. Kennedy, ed. (Houghton Mifflin, 1990; rev. ed., 1998).

Introduction to Will H. Tunnard, *A Southern Record: The History of the Third Regiment Louisiana Infantry* (University of Arkansas Press, 1997).

War in the West: Pea Ridge and Prairie Grove (McWhiney Foundation Press, 1996).

"Isaac Murphy" in *The Governors of Arkansas: Essays in Political Biography*, Timothy

P. Donovan, Willard B. Gatewood, and Jeannie M. Whayne, eds. (University of Arkansas Press, 1981; rev. ed., 1995).

"A Continual Thunder," a chapter in *Rugged and Sublime: The Civil War in Arkansas*, Mark K. Christ, ed. (University of Arkansas Press, 1994).

"The Road to Pea Ridge," *Arkansas Historical Quarterly*, 52 (Autumn 1993).

Introduction to John D. Billings, *Hardtack and Coffee: The Unwritten Story of Army Life* (University of Nebraska Press, 1993).

"The Confederate Defeat at Cache River," *Arkansas Historical Quarterly*, 52 (Summer 1993).

"A Semi-Savage State: The Image of Arkansas in the Civil War," *Arkansas Historical Quarterly*, 48 (Winter 1989).

"The Aftermath of Prairie Grove: Union Letters From Fayetteville," *Arkansas Historical Quarterly*, 47 (Winter 1988).

"A German Prisoner of War in the American South: The Memoir of Edwin Pelz," *Arkansas Historical Quarterly*, 44 (Spring 1985).

"The Wehrmacht in Louisiana," *Louisiana History*, 23 (Winter 1982). Co-authored with Merrill Pritchett.

"The Camden Fortifications," *Arkansas Historical Quarterly*, 41 (Winter 1982). "The First American Militia," *Military Affairs*, 46 (February 1982).

"Battle at Ditch Bayou," *Arkansas Historical Quarterly*, 38 (Autumn 1980).

"The Enemy in Mississippi, 1943-1946," *Journal of Mississippi History*, 41 (November 1979). Awarded the Halsell Prize of the Mississippi Historical Society.

"The Afrika Korps in Arkansas, 1942-1946," *Arkansas Historical Quarterly*, 36 (Spring 1978). Co-authored with Merrill Pritchett.

"Virginia at War, 1644-1646," *Military Affairs*, 41 (October 1977). Awarded the Moncado Prize of the American Military Institute.

SEMINARS AND GRANTS

NEH Summer Institute on "American Wars in Asia: A Cultural Approach" at the Mansfield Center, University of Montana, 1995.

NEH Summer Institute on "Teaching the Vietnam War" at the Indochina Institute, George Mason University, 1990.

NEH Summer Seminar on "Creative Adaptations: Peoples and Cultures of America, 1607-1763" at Northwestern University, 1999.

NEH Summer Institute on "The Historical Archaeology of European Expansion, 1550-1700" at Flowerdew Hundred, Virginia, 1998.

NEH Summer Seminar on "The Social History of Colonial British America, 1607-1763" at the Johns Hopkins University, 1985.

U.S. Army Summer Seminar on "The History of the Military Art" at the United States Military Academy, 1982.

Colonial Williamsburg Foundation Research Grants, 1975 and 1976.

SPECIAL PROJECTS

Co-Director of the UAM Summer Field Course, 1980-2011. A series of intensive explorations of selected regions in North America.

Author of *The Civil War in Arkansas: A Curriculum for Teachers and Students of Arkansas History*, 1996. A booklet prepared with the National Park Service and the Department of Arkansas Heritage and distributed to all secondary social studies teachers and education cooperatives in Arkansas.

Consultant and on-camera commentator for "The Edge of Conflict: Arkansas in the Civil War," a ninety-minute documentary produced by the Arkansas Educational

Television Network, 1996. Awarded an Emmy from the National Academy of Television Arts and Sciences for Best Educational Documentary.

CONSTANZE WEISE

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EDUCATION

University of California, Los Angeles
 Ph.D., African History, December 2012

Dissertation: "Ritual Sovereignty and Governance at the Niger-Benue Confluence: A Political and Cultural History of Nigeria's Nupe, Igala and Northern Yoruba States to 1900"

Committee: Christopher Ehret and Andrew Apter (Co-Chairs), Ghislaine Lydon, Edward Aplers, Michael Morony, Russell Schuh (Linguistics), Michael Marlo (Linguistics, University of Missouri)

Exam Fields: History of West Africa, Atlantic History and History of the African Diaspora, World History, History of the Middle East

University of California, Los Angeles
 M.A., Linguistics (German Languages and Cultures), March 2011

University of Bayreuth, Germany
 M.A., African History, Ancient History, Anthropology, received in August 1998

TEACHING EXPERIENCE**Visiting Instructor of African History, History Department, Dickinson College**

Fall 2012 African History from earliest times to 1850; The Trans-Atlantic Slave Trade and Africans in the Making of the Atlantic World

Spring 2012 Women in African History; Islam in Africa and the Indian Ocean World;

African Urban History

Visiting Instructor of African History, History Depart. Western Washington University

Fall 2011 African Civilization; Modern History in Africa

Winter 2012 Women in African History; Muslim Societies and Islam in African History

Spring 2012 Cities and Urban Life in Africa; Black Atlantic History and Cultures;
Modern Africa, Gender in African History

Adjunct Instructor for Online Course at Central Washington University

Spring 2012 Colonial Africa

Adjunct Instructor at Pepperdine University, Los Angeles

Spring 2011 Modern History of Africa

Summer 2011 Western Culture (1800 to the Present)

Teaching Assistantships, at UCLA

Fall 2009 Global Studies 1

Fall 05, Winter 07 History of Africa: To 1800

Winter 06, Spring 07 History of Africa: 1800 to the Present

Spring 2006 Latin American Social History

Fall 2006 Introduction to Western Civilization: Circa A.D. 843 to circa 1715

Fall 2007 – Sp. 2008 Elementary German 1-3

Fall 2008 Intermediate German 4

Readerships for Upper Division Lecture Classes, at UCLA

Winter 2005 West Africa from Earliest Times to 1800

Spring 2005, Winter 2006, and Fall 2009
History of West Africa: West Africa since 1800

ACADEMIC HONORS AND AWARDS

2010 UCLA Graduate Division Dissertation Year Fellowship

- 2010 Travel Grant awarded by the center for the Study of Women at UCLA
- 2010 Travel Grant awarded by the Society of Africanist Archaeologists (declined)
- 2010 International Student Award by the Phi Beta Kappa Alumni Association in Southern California
- 2008 International Fieldwork Fellowship, for Linguistic and Historical Fieldwork in Nigeria, February – August 2009 awarded by the UCLA International Institute
- 2008 Mellon Pre-Dissertation Fellowship for Archival Research in the UK awarded by the Institute of Historical Research, University of London
- 2008 Mellon Pre-Dissertation Fellowship for Archival Research in France awarded by UCLA
- 2008 UCLA Department of History Travel Grant for Archival Research of the Frobenius Institute Frankfurt, Germany
- 2005 Summer Travel Grant for Study of Intermediate Arabic, Department of History, UCLA
- 2004-2009 Graduate Student Recruitment Fellowship, Department of History, UCLA
- 2002 DAAD Research Exchange Fellowship, Visiting Student to the Department of Anthropology at the University of Chicago, April – June
- 2002 Peter Dornier Foundation Travel Grant for Fieldwork and Archival Research in Nigeria
- 1999-2001 DFG (German Research Foundation) Fellowship, Research Associate to the Research Study Group “Religion and Normativitat,” Ruprecht-Karls University, Heidelberg, Germany
- 1998 DAAD Fellowship for intensive Hausa language studies, Azare, Nigeria, August – October

PUBLICATIONS

In progress “A History of the Ndako, Gboya and Igunna Masquerade in the Niger-Benue Confluence” in *Interaction’s Footprint: Visual Form & Historic Relationships in the Niger-Benue Confluence*, ed. By Jean Borgatti and William Rea.

In Print, Khan, SD and Constanze Weise, "Upper Saxon (Chemnitz dialect)," *Journal of the International Phonetic Association*

2011 "The Ndako Gboya Masquerades of the Nupe" in *Arts of the Benue River Valley*, ed. by Marla Berns, Richard Fardon, and Sidney Kasfir, Los Angeles: Fowler Museum, UCLA, pp. 123-129.

2009 "Chemical Analysis of Glass from Nupe, Nigeria" with Peter Robertshaw, Laure Dussubieux, James Lankton, Rachel Popelka-Filcoff, Michael D. Glascock in *Tribus*, 58, pp. 83-95.

2005 "Celebrating the Hybridity of Cultures in Kutigi, Nigeria" in *Urbanization and African Cultures*, Edited by Toyin Falola and Steve Salm, pp. 357-384. Durham: Carolina Academic Press.

2003 "Kingship and the Mediators of the Past. Oral Tradition and Ritual Performance in Nupeland," in *Spoken, Written, Unearthed: Sources and Methods in African Historical Research*. Edited by Toyin Falola and Christian Jennings, pp. 268-294. Rochester, NY: University of Rochester Press.

CONFERENCE PRESENTATIONS AND INVITED LECTURES

2013 Organizer and panelist with paper "Rural-Urban Migration and Urbanization in Nigeria: Case Studies from Lokoja and Kaduna," in two panel series: *Creating Lives in and between Centers: Religious, Cultural, and Economic Geographies from Rural to Urban Africa*, Part 1: Healing Markets, Urban-Rural Networks, and Migration from Kano, Nigeria to Dakar, Senegal at the American Historical Association Annual Meeting in New Orleans, January 2013

2012 Organizer and Participant of Roundtable "The Audacity of Gender: Power, Sex and Social roles in Africanist Research on Early Africa," 55th Annual Meeting of the African Studies Association, Philadelphia, PA, December 2012

2012 Participant of Roundtable "African Migration Stories," at MAWHA 2012: Migrations in World History, New York, November 2-3, 2012

2012 Organizer and Participant of Roundtable "Listening to African Voices: Integrating early African history into World History," NERWHA Symposium on Africa in World History: Integrating Research and Teaching, African Studies Center, Boston University, 22 September 2012

2011 Panelist of panel Revisiting the Linguistic Archive for African History with presentation "The Niger-Benue Confluence: New Linguistic Perspectives and Their Implications for West African History," 54th Annual Meeting of the African Studies Association, Washington, D.C.

- 2011 “The Return of the Dead: Ancestor Worship and Commemoration among the Nupe and Igala peoples,” Leon Wallace Symposium: Unmasking Benue River Valley Masquerades, Fowler Museum, UCLA, Los Angeles.
- 2011 “Ancestors and Commemoration in Nupe Masquerades” 15th Triennial Symposium on African Arts, ACASA, Los Angeles .
- 2010 “Crossroads of Power: Religion, Ritual and Empire in the Nigerian Hinterland during the Atlantic Period c. 1600 – 1800,” Invited Lecture, Department of History, College of Charleston, SC, January 19.
- 2003 “Celebrating the Hybridity of Cultures in a Nupe Town (Nigeria): History, Power, and Identity in Kutigi since 1770,” Conference “African Urban Spaces: History and Culture,” University of Texas at Austin, March 28-30.
- 2003 “Traditional Rulers” in Contemporary Northern Nigeria: Symbolic “Survivals” of the Past of Mediators between Grassroots Structures and the State?” Colloquium: “The Postcolonial African State” with Patrick Chabal and Till Forster, University of Basel, Switzerland, June 5-6.
- 2001 “History, Cultural Memory and Rituals among the Nupe People in Nigeria,” African Studies Workshop, Institute of Historical Ethnology, Joann Wolfgang Goethe University Frankfurt, June 12.
- 2001 “Religious Legitimization of Nupe Kingship, Nigeria,” Graduiertenkolleg “Religion und Normativitat,” Ruprecht-Karls University Heidelberg, February 5.
- 2000 “Initiation into the Ndako Gboya or Gunna Secret Society in Nupeland: Initiation, Mask and the Concept of Person among the Nupe, Nigeria,” Religious Studies Workshop, Ruprecht-Karls University Heidelberg, “Death and the Concept of Person: The question of the Unity of Person,” December 20.
- 2000 “Fieldwork among the Nupe in Nigeria,” Ethnology Workshop, University of Bayreuth, December 5.
- 2000 “The Nupe People and their Representation in the Anthropological and Historical Literature on West Africa,” Graduiertenkolleg “Religion und Normativitat,” Ruprecht-Karls University Heidelberg, January 24.

RESEARCH EXPERIENCE

Field Research

Over three years of cumulative field research experience in Nigeria:

Northern Nigeria – specifically Azare, Bauchi, and Kano (1998);
 Middle Belt, Nigeria – specifically in Nupe [Bida; Minna] (1998, 2000); Pategi (2000, 2009);
 Lokoja (2009, 2010);
 Northeastern Yoruba zone – Bunu (Yagba-Yoruba) (2009, 2010); Nupe Tako [Bassa Nge]
 (2010); Igala area [Idah, Abocho (Biraidu), Ibaji] (2010).
 South-Western Nigeria – Ile-Ife, Ila Orangun (Igbomina) Esie (Igbomina), Osbomosho
 (2009).

Archival Research

Nigeria

- Nigerian National Archives in Kaduna (1998, 2000).
- Nigerian National Archives, Enugu (2010).
- Nigerian National Archives, Ibadan (2009).
- Niger State Archives Minna (2000).

UK

- British National Archives in Kew (2008).
- CMS Archives at the University of Birmingham (2008).
- Siegfried Nadel papers and fieldnotes at the LSE Archives in London (2008).

USA

- Mennonite Brethren in Christ Archives at Bethel College, Mishawaka, IN (2001).
- Archives of the Sudan Interior Mission, Charlotte, NC (2001).

Germany

- Leo Frobenius papers and fieldnotes at the Frobenius Institute Frankfurt am Main (1999).

PROFESSIONAL EXPERIENCE AND SERVICE

2012 BA-Thesis Committee Member for Natalie Eberts, Fairhaven Interdisciplinary Concentration, Western Washington University; Thesis: “Global Human Rights, Justice & African Studies.”

2011 Exposition of images from three years field research among the Nupe people (Nigeria) as well as video footage of several masquerade festivals at “*Central Nigeria Unmasked: Arts of the Benue River Valley*,” an art historical exhibition organized by the Fowler Museum at UCLA in association with the Musee du quai Branly in Paris

2011-present English-German Translator, History Channel, Los Angeles.

2006-2007 Africa Field Representative, Department of History, UCLA.

- 2010 Editorial Board Member, *Ufahamu* (Interdisciplinary Journal of Africa), African Studies Center, University of California, Los Angeles.
- 2006 Research Assistant for Professor Ghislaine Lydon, Department of History at UCLA – Archived interviews conducted in Arabic in Mauretania.
- 1994 Translation and Transcription of Hausa Oral Texts from Nigeria and the Republic of Niger for Professor Dierk Lange, Department of History, University of Bayreuth, Germany.

PROFESSIONAL AFFILIATIONS

African Studies Association
 American Historical Association
 Society of Africanist Archaeologists
 World History Association
 American Society for Environmental History
 Urban History Association

LANGUAGES

German (native)
 English (fluent)
 Arabic (reading)
 French (fluent)
 Latin (Latinum)
 Dutch, Italian, Russian (reading)
 Yoruba, Hausa (intermediate)
 Ebirá, Nupe, Igala (beginning)

REFERENCES

- Christopher Ehret, PhD., Professor, Department of History, UCLA, 6265 Bunche Hall, Box 951473, Los Angeles, CA 90095-1473; ehret@history.ucla.edu; +1-310-825-4093.
- Andrew Apter, PhD., Professor, Department of History, UCLA, 6265 Bunche Hall, Box 951473, Los Angeles, CA 90095-1473; aapter@history.ucla.edu; +1-310-794-9547.
- Edward A. Alpers, PhD., Professor, Department of History, UCLA, 6265 Bunche Hall, Box 951473, Los Angeles, CA 90095-1473; alpers@history.ucla.edu; +1-310-825-2347/1883.
- Ghislaine Lydon, PhD., Professor, Department of History, UCLA, 6265 Bunche Hall, Box 951473, Los Angeles, CA 90095-1473; lydon@history.ucla.edu; +1-310-825-4214.

Michael Morony, PhD., Professor, Department of History, UCLA, 6265 Bunche Hall, Box 951473, Los Angeles, CA 90095-1473; morony@history.ucla.edu; +1-310-825-1962.

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EDUCATION

Doctor of Philosophy-University of California, San Diego: June 2006.

Emphasis in Modern European History
Minor Fields in Early Modern European History and Musicology
Dissertation: "Zarzuela; or, Lyric Theatre as Consumer Nationalism in Spain, 1874- 1930"

Master of Arts in History-University of California, San Diego: May 2001. Bachelor of Arts,
magna cum laude-University of Rochester: May 1998.

Highest Distinction and High Honors in History
Highest Distinction in Spanish

TEACHING EXPERIENCE

Assistant Professor of History-School of Social and Behavioral Sciences, University of Arkansas at Monticello: August 2009-Present.

Duties: Designing and implementing general education and upper-division courses; classroom instruction of B.A. degree students; supervision of students pursuing independent studies; mentoring undergraduate students engaged in academic research; academic advising; departmental and university service.

Visiting Assistant Professor-Department of History, Western Carolina University: August 2006-May 2009.

Duties: Designing and implementing introductory liberal studies and upper-division courses; classroom instruction of B.A., M.A., and M.Ed. degree students; supervision of undergraduate students pursuing additional class-related projects for Honors credit.

Lecturer-Department of History, University of San Diego: January 2005-May 2006.

Lecturer-Department of Social Sciences, San Diego Mesa College: August 2005-June 2006.

Associate Instructor-Department of History, University of California, San Diego: June-July 2004 and April-June 2006.

Courses Taught as Primary Instructor: Survey Courses:

Survey of Civilizations I Survey of Civilizations II
 Turning Points in European History
 Western Civilization II
 World Cultures in Historical Perspective

Upper-Division Undergraduate Courses:

Communism and Fascism
 Emergence of Modern Europe (Renaissance to Enlightenment)
 Historiography and Historical Methods
 History of European Popular Culture
 Latin American History
 Modern Europe (French Revolution to the European Union)
 Modern Mediterranean History
 Modern Spanish History

Combined Undergraduate and MA. Courses:

Europe in the Nineteenth Century (1815-1914) European Nationalism in
 Historical Perspective

Field Study Course (co-taught with Dr. Carol Strong, Associate Professor of Political Science, University of Arkansas at Monticello):

National Field Study: San Francisco

Teaching Assistant and Writing Instructor Experience:

Section Instructor-Revelle College Humanities Program, University of California, San Diego: September 1999-June 2001 and September 2002-June 2005.

Duties: Leading once or twice-weekly discussion sections and performing intensive instruction in English composition for the following courses:

Foundations of Western Civilization: Israel and Greece Rome, Christianity, and the Middle Ages Renaissance, Reformation, and Early Modern Europe Enlightenment, Romanticism, and Revolution (1660-1848) Modern Culture (1848-Present).

PUBLICATIONS

"Why Did Spain Fail to Develop Nationalist Opera?" Forthcoming in the December 2013 issue of the *Bulletin of the Association for Spanish and Portuguese Historical Studies*.

"Theatrical Reform and the Emergence of Mass Culture in Spain." *Sport in Society*, Special Issue: "Sport, Mass Consumerism, and the Body in Modern Spain," 11.6 (November 2008), pages 630-642.

Book Reviews

Spain, Europe, and the Wider World, 1500-1800 by J.H. Elliott (New Haven: Yale University Press, 2009) in *Itinerario: International Journal of European Expansion and Global Interaction* 33.3 (2009), pages 167-169.

Enlightenment, Governance, and Reform in Spain and its Empire, 1759-1808 by Gabriel B. Paquette (New York: Palgrave Macmillan, 2008) in *Itinerario: International Journal of European Expansion and Global Interaction* 32.3 (2008), pages 130-132.

Encyclopedia and Reference Articles

The Columbia Encyclopedia of Modern Drama, ed. Gabriele H. Cody and Evert Sprinchorn. New York: Columbia University Press, 2007.

"Alvarez Quintero, Joaquin and Serafin" (Volume 1, pages 39-40).

"Sainete" (Volume 2, pages 1178-1179) "Zarzuela" (Volume 2, pages 1513-1514).

History in Dispute, Volume 18: The Spanish Civil War, ed. Kenneth W. Estes and Daniel Kowalsky. Detroit: St. James Press, 2004.

"Iberian War: Did the Spanish Civil War have its roots in the Spanish civil wars of the nineteenth century? No." (Pages 93-97).

"Religion: Was the Spanish Civil War a war of religion? No." (Pages 203-207).

CONFERENCE PRESENTATIONS

"The Challenge of Popular Culture in Early Twentieth Century Spain." Arkansas Association of College History Teachers: Little Rock, AR, 4 October 2013.

"Spanish Musicians, European Music." Association for Spanish and Portuguese Historical Studies: Albuquerque, NM, 5 April 2013.

"All-Singing, All-Dancing, All-Constitutional: The Zarzuela *Cadiz* and the Idealization of the Spanish People." Association for Spanish and Portuguese Historical Studies: Tufts University, 23 March 2012.

"Operetta and Urban Nationalism in Late Nineteenth-Century Spain." Nineteenth Century Studies Association: University of Tampa, 13 March 2010.

"Nationalism, Musical Theatre, and Defeat: The 1898 War and Its Aftermath in Spain." Arkansas Association of College History Teachers: Hot Springs, AR, 1 October 2009.

"Wagnerism and Modernity in Nineteenth Century Spain." Society for Spanish and Portuguese Historical Studies: Fort Worth, TX, 6 April 2008.

"Spain, Music, and the Politics of European Nationalism." American Historical Association: Washington, D.C., 6 January 2008.

"Musical Interpretations of the 1868 Revolution during the Early Years of the Second Republic." Society for Spanish and Portuguese Historical Studies: Florida International University, 20 April 2007.

"Composers, Conservatives, and Culture: Theatrical Reform in Early Twentieth-Century Spain." Society for Spanish and Portuguese Historical Studies: College of Charleston, 12 March 2005.

"American Music, Spanish Identity: The Case of Zarzuela." *Creating Identity and Empire in the Atlantic World, 1492-1888*: University of North Carolina at Greensboro, 18 September 2004.

"Zarzuela and the Historical Imagination in 1890s Spain." Society for Spanish and Portuguese Historical Studies: University of California, Los Angeles, 4 April 2004.

"Making Spanish Music and Making Music Spanish: The Opera-Zarzuela Debate of Tomas Breton and Antonio Pefia y Gofii." Society for Spanish and Portuguese Historical Studies: Universidad Complutense de Madrid, 3 July 2003.

Service as Panel Chair and Commentator:

"Urban Music and Theatre in Spain and Argentina." Association for Spanish and Portuguese Historical Studies: Albuquerque, NM, 5 April 2013.

"Religious and Cultural Transmission." Phi Alpha Theta Arkansas Regional Meeting: University of Central Arkansas, 3 March 2012.

"Europe and the Middle East." Phi Alpha Theta Arkansas Regional Meeting: Arkansas Tech University, 12 March 2011.

"Death, Demons, and Duty in Medieval Europe." Arkansas Association of College History Teachers: Little Rock, AR, 1 October 2010.

GRANTS, FELLOWSHIPS, AND AWARDS

External Research Grants:

J. William Fulbright Foreign Scholarship: 2001-2002.
Research Grant-Program for Cultural Cooperation between the Spanish Ministry of Culture, Education, and Sports and United States Universities: 2001.

Professional Development Grants:

University of Arkansas at Monticello Faculty Research Committee Award (funding for research travel): 2009-2010.

Chancellor's Travel Fund (for conference travel)-Western Carolina University: 2007 and 2008. Pre-dissertation Travel Grant-Tinker Foundation and the Center for Iberian and Latin American Studies at the University of California, San Diego: 2000.

Grant Officer Experience and Miscellaneous Academic Grants:

Arkansas Natural and Cultural Resources Council: 2012-Present. Served as Grant Contact Officer for an on-going grant to evaluate and undertake the historical restoration of the Taylor House historical site acquired by UAM.

Arkansas Department of Higher Education Student Undergraduate Research Fellowship: 2012-2013. Served as research mentor to Daniel J. Degges for his project "America's Failed Revolution: The Mexican Association and the Aaron Burr Conspiracy" and received travel funds to take Mr. Degges to academic conferences.

Arkansas Humanities Council Minigrant: 2012. Co-authored the grant application and served as Project Director to help the UAM chapter of Phi Alpha Theta sponsor the travelling exhibition "Civil War Arkansas, 1861-1865."

Western Carolina University Visiting Scholar Fund: 2008. Served as co-sponsor with the Department of Mathematics to host Dr. Laura Martini of the Università di Siena.

Fellowships:

Graduate Fellowship-Phi Beta Kappa, Epsilon Association of San Diego: 2004. Regents Fellowship-University of California, San Diego: 1998-1999.

Awards:

Alpha Chi Honor Society, University of Arkansas at Monticello-Teacher of the Year Finalist: 2013.

University of Arkansas at Monticello-Outstanding Academic Advisor: 2012 and 2013. A

Arkansas Association of College History Teachers-Annual Conference Best Paper Award: 2009.

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS AND HONOR SOCIETIES

American Historical Association
Arkansas Association of College History Teachers
Association for Spanish and Portuguese Historical Studies
Nineteenth Century Studies Association
Phi Alpha Theta
Phi Beta Kappa

SERVICE

Professional Service:

Program Committee-Association for Spanish and Portuguese Historical Studies:
Working Member, 2014; Chair, 2015. Responsible for organizing the program of the Association's annual meeting.

Judge-History Day Arkansas: 2013.

Best Paper Prize Committee-Arkansas Association of College History Teachers: Chair, 2010 and 2011; Voting Member, 2012.

Best Undergraduate Paper Prize Committee-Phi Alpha Theta Arkansas Regional Meeting, 2011.

Article Reviewer-Contributed blind peer reviews of articles for *Nations and Nationalisms* and the *Bulletin of the Association for Spanish and Portuguese Historical Studies*.

Institutional Service, University of Arkansas at Monticello:

Horizons Program Committee on Student Travel: 2013-Present.

UAM Accreditation Self-Study Committee on Teaching and Learning (Quality, Resources, and Support): 2012-Present.

Liaison and Co-Coordinator of UAM Historical Projects: 2012-Present. Responsible for advising the Chancellor on the historical preservation and restoration of the university's historical properties, for developing student activities and research on these properties, and for serving as a public liaison and spokesperson regarding these properties. The properties include the Taylor House at Hollywood Plantation in Winchester, Arkansas; the X. O. Pindell Law Office in Arkansas City, Arkansas; the Italian Prisoner of War camp in Monticello, Arkansas.

School of Social and Behavioral Sciences Faculty Search Committees: Assistant Professor of World History: 2012-2013. Director of Social Work: 2012.

Academic Appeals Committee:

Departmental Representative: 2011-Present. Departmental Alternate: 2010-2011.

Program Review Committee: 2010-Present.

Faculty Co-advisor-Phi Alpha Theta History Honor Society, Alpha Nu Zeta chapter: 2010- Present.

Teacher Education Advisory Committee: 2010.

School of Social and Behavioral Sciences Committee on Student Retention: 2009-Present.

School of Social and Behavioral Sciences Scholarship Selection Committee: 2010-Present.

Other Institutional Service:

Chair and European Field Group Representative, History Guild-University of California, San Diego: 2003-2005. Helped to found and directed the organization responsible for enriching History graduate student academic and social life during its first two years of existence.

LANGUAGE SKILLS

Fluent in Spanish.

Reading knowledge of Catalan, French, Italian, and Portuguese.