HISTORY

Program Review

University of Arkansas at Monticello

School of Social and Behavioral Sciences

2023-2024

TABLE OF CONTENTS

Goals, Objectives, and Activities	1
Curriculum	13
Program Faculty	20
Program Resources	22
Instruction via Distance Technology	26
Majors/Declared Students	31
Program Assessment	32
Program Effectiveness	39
Appendices	ocument
Appendix A: UAM General Education Requirements	
Appendix B: Syllabi	

Appendix C: Faculty Vitae

Appendix D: UAM Institutional Learning Outcomes

Goals, Objectives, and Activities

1. Describe specific educational goals, objectives, and activities of the program.

History is the record and interpretation of past events. Historians study the past by examining the evidence that people leave behind—documents, buildings, and artifacts of all kinds. The names, dates, places, and events of history must all be based on evidence. But history is more than names, dates, and places. These "facts" must be interpreted. In other words, historians analyze not only what happened but also why. Historians want to make sense of the past; they interpret the past in a manner that helps people to understand its relevance and meaning. Since historians often disagree with each other's interpretations, history is a lively search for the truth of past events.

The History program is part of the School of Social and Behavioral Sciences (SSBS) at the University of Arkansas at Monticello (UAM). The program shares many goals with the School of Social and Behavioral Sciences and with the University at large. These include the development and dissemination of knowledge to improve society and the intellectual and social development of individual students. This latter set of objectives is addressed through the following more specific goals:

- 1. To prepare students for careers chosen from among the diverse options available to History graduates, including the pursuit of graduate or professional post-baccalaureate education.
- 2. To provide support courses to students in other fields that require knowledge and perspectives gained through the study of History. This is accomplished by offering coursework as part of the Arkansas General Education Requirements and through the opportunity to earn a Minor in History.
- 3. To provide accurate, up-to-date content knowledge of the field of History through continual updates to the knowledge base and through faculty research and development.
- 4. To engage in historical projects and outreach that benefit the region through local community involvement and that connect with national and international academic communities through professional organizations.

These goals and student learning outcomes are met through the activities of the History faculty as follows:

The core mission of the History program, as for UAM in general, is undergraduate teaching. The History program is an integral part of the University's General Education program, providing courses in the U.S. History or Government and Social Sciences requirements. Tenure-track faculty devote most of their course load to general education courses: faculty generally have a minimum 50% load in general education courses, while 75% is customary. (Non tenure-track instructors have a 100% general education course load.) The History program also houses courses that are used for supportive requirements in the School of Education and courses for the Bachelor of Interdisciplinary Studies (B.I.S.) degree. A majority of students enrolled at UAM will take at least one history course during their academic career.

The History program offers undergraduate courses in two main fields: American history and World history. Faculty members teaching American history offer courses that cover the entire span of the history of the United States, from the discovery of America to the present era. The most consistently popular American history courses are John Henris's HIST 4653 American Civil War and Reconstruction and Kyle Day's HIST 3593 Arkansas History. World history faculty offer courses in the history of Europe, the Middle East, and Latin America. The most consistently popular World history courses are Clint Young's HIST 3403 Emergence of Modern Europe and Shari Silzell's HIST 3703 Modern Middle East. The faculty rotate responsibility for HIST 3513 Historiography and Historical Methods, a course in the methodology of conducting historical research. All upper-division courses have both a significant reading component (at least one textbook and between four and six supplemental texts) and a substantial writing component, with most courses requiring an average of eight to ten pages of papers on top of essay exams.

The faculty are active researchers and stay up-to-date on content knowledge necessary within the field. Faculty research manifests primarily in the production of academic monographs and articles in peer reviewed scholarly journals; in addition, faculty also regularly attend conferences in their field.

Scholarship by Dr. Kyle Day has resulted in an academic monograph titled *The Southern Manifesto: Massive Resistance and the Fight to Preserve Segregation* by the University Press of Mississippi, 2014. Other publications in the last decade include:

Arkansas: A Land and People in Search of Identity (Dubuque: Kendall Hunt, 2020).

Arkansas History: A Collegiate Reader, with Trey Berry (Southlake: Fountainhead Press, 2nd edition, 2019).

- "Conducting Research at the House of the Temple," *Amicus Illuminism: the Semiannual Bulletin of the Department of History, Heritage, and Education, A.A.S.R.*, S., Vol. 9, No. 2 Fall/Winter 2022. Reprinted in *The Scottish Rite Journal*, March April 2023 CXXXI, No. 2, pp. 3.
- "From Centre to Circumference, From Base to Cope: Founding the Most Worshipful Prince Hall Grand Lodge of Arkansas, 1863-1890," *Freemasonry on the Frontier*. Quatuor Coronati Lodge No. 2076, Correspondence Circle (QCCC), United Grand Lodge of England (UGLE). UK: Lewis Masonic, 2020, pp. 195-214.
- "United States Senator Thomas Hennings, Jr. of Missouri: Political Champion of the Black Freedom Struggle," *Missouri Historical Review* 114, No. 3 (April 2020), 186-202.
- "Brother FDR: Freemason with Disabilities and President of the United States," *The Square: The Independent Magazine for Freemasons*, United Kingdom (March 2019).
- "Arkansas and the Southern Manifesto," *The Road to Hell is Paved with Little Rocks: A Digital Exhibit of the Center for Arkansas History and Culture* (August 2018), https://ualrexhibits.org/desegregation/.

Scholarship by Dr. John Henris has focused on the revision of a manuscript tentatively titled *The Spearfish and the Black Hills: An Ecological History, 1876 - 1940.* Dr. Henris plans to submit a proposal to the University of Nebraska Press in the next year and has also been asked to write a book chapter on the development of cold-water fisheries for a forthcoming collection of essays

on the culture and environmental history of the Missouri River for Augustana University Press. In addition, Dr. Henris has authored a number of peer-reviewed articles and book chapters, two of which have received awards for best article in their respective journals.

- "Plenty of Wood, Grass and Water: Indians, Ranchers, and the Nature of West River South Dakota, 1876-1916," in Jon Lauck, ed. *Old Pathways and New Directions* in South Dakota History, Center for Western Studies, Augustana University, 2023.
- "Spearfish: The Environmental Margins of a Northern Great Plains Apple District, 1882-1914" *Agricultural History*, Vol. 94, No. 2 (Spring 2020): 205-223.
- "Trout Fishing Must Eventually Give Way to Mining': Cyanide Mills and Recreation on Spearfish Creek in the South Dakota Black Hills, 1898-1910" *The Mining History Journal* (2019): 35-51.
 - *Recipient of the John M. Townley Award for Best Article from the Mining History Association, 2021.
- "An Intolerable Nuisance into a Legitimate and Fairly Remunerative Industry': Fishing, Tourism, Local and Interstate Conflict on Sand Creek in the Wyoming Black Hills, 1889-1914" *Annals of Wyoming* Vol. 91, No. 3 (Summer 2019): 2 14.
- "No Finer Trout-Streams in the World Than These:' The Making of a Recreational Fishery in the Black Hills Forest Reserve." *South Dakota History* Vol. 45, No. 4 (Winter 2015): 1-32.
- "A Little Leaven Leaveneth a Whole: Unearthing the Moral Ecology of Antebellum Quaker Appalachia." *Ohio Valley History* 13, no. 4 (Winter 2013): 23-42.

 *Recipient of the "Wade Prize" for Best Article in Ohio Valley History, 2016.

Scholarship by Dr. Sharon Silzell has resulted in one peer reviewed publication and Dr. Silzell is currently revising a manuscript, "Turning Pages: The Impact of Christian Gospel Codices on the Aesthetics of Eighth- and Ninth-Century Qur'ān Manuscripts" for submission to *Gesta*.

"Hafsa and al-Mushaf: Women and the Written Qur'an in the Early Centuries of Islam" in *Hawwa: Journal of Women in the Middle East and the Islamic World* 13 (2015), 25-50.

In addition, from 2018-2020 Dr. Silzell also engaged in a significant public history project outside of her field: she researched, wrote, and narrated forty-eight original episodes of "Suffrage in Sixty Seconds" which aired on KUAR-FM and were heard daily by listeners across the state. Beginning with the transcript of the 1868 Constitutional Convention where a delegate first proposed women's suffrage in Arkansas, Dr. Silzell tracked debates on the issue using Arkansas Assembly records and local newspapers such as the *Arkansas Gazette*; she analyzed periodicals produced by women in the movement during this period including the *Woman's Chronicle* (Little Rock) and *The Woman's Journal* (Boston); and she examined the intersection of suffrage and the temperance movement and in 2020 examined the flu pandemic's impact on the suffrage movement in Arkansas.

Scholarship by Dr. Clint Young has resulted in the publication of *Lyric Theatre and Nationalism in Spain, 1880-1930* (University of Louisiana Press 2016), which was the 2018 recipient of the American Musicological Society's Robert M. Stevenson Award for outstanding scholarship in Iberian and Latin American music. In addition, Dr. Young has published peer-reviewed articles

and has additional scholarship accepted for publication and forthcoming during the current academic year.

- "Aplaudida *por españoles*': Italian Opera and the Invention of Spanish Musical Theater." Alison Sinclair, ed., *Spanish Popular Art and Culture*, 1750-1900. Rochester, NY: Boydell & Brewer, In Press (publication expected December 2023).
- "Concerto for Classroom: Teaching with Classical Music and Opera as Historical Sources." *The History Teacher*, 55:4 (August 2022), pages 615-635. Open source access at: https://www.societyforhistoryeducation.org/A22Preview.html.
- Suzzette Shaw Goldmon and Clinton D. Young. "Heritage Tourism: The Enslaved Descendants' Role in Storytelling." *The Consortium Journal of Hospitality and Tourism*, 23 (Spring 2021), pages 31-37.
- "The Southern Slope of Monsalvat: How Spanish Wagnerism became Catalan." *Nineteenth Century Music*, 41:1 (July 2017), pages 31-47.

History faculty at UAM are also active in presenting their research at conferences, recent conference presentations. The following papers and public lectures have been given by Kyle Day since 2018:

- "Freemasonry's Interracial Moment: The 1723 Constitutions, the African American Intelligentsia, and the Long Reconstruction, circa 1860-1900," *Inventing the Future: the 1723 Constitutions' Celebrating the Tercentenary of the publication of the first 'Constitutions of the Freemasons'*, Quatuor Coronati Lodge No. 2076, United Grand Lodge of England, Queen's College, University of Cambridge, England, September 22-24, 2023.
- "Wiley Jones: Arkansas Entrepreneur and Equerry," *Amusing Arkansas: Sports and Leisure in the Natural State*, annual meeting of the Arkansas Historical Association, Arkadelphia, April 13-15, 2023.
- From Slavery to Freedom and Flourishing in Arkansas, circa 1862–1900," Civil War Roundtable of the Delta, Delta Cultural Center, Helena, Arkansas, February 23, 2023.
- "Freemasonry's Interracial Moment?: Arkansas' Carpetbagger Intelligentsia and the Long Reconstruction, circa 1860-1900," annual Meeting of the Arkansas Association of College History Teachers, October 7, 2022, Old State House Museum, Little Rock, Arkansas
- "The Southern Manifesto: Unpacking History," Interview by John Piche, The 1619 Project: Heights Public Interviews, Cleveland Heights-University Heights Public Library, June 16, 2022. Available at YouTube, https://www.youtube.com/watch?v=w45UAl3u2qs.
- "The Taylor House at Hollywood Plantation," Bess Jenkins Civic Club (est. 1947), April 13, 2022, Pine Bluff Country Club, Pine Bluff, Arkansas.
- "Arkansas' Interracial Moment and the Long Reconstruction, 1862-1905," November 16, 2021, Lunch and Learn, SEARK College, Pine Bluff, Arkansas.
- "Brother Noble FDR: Shrine Mason with Disabilities and President of the United States," Barak Shrine, October 21, 2021, Monroe, Louisiana.
- "Hollywood Plantation Historic Site," with John Henris, Ph.D., Monticello/Drew County Rotary Club, UAM Student Center, September 30, 2021.

- "Brother Noble FDR: Shrine Mason with Disabilities and President of the United States," Pine Bluff York Rite Bodies, September 20, 2021, Jacob Brump No 160, F.&A.M. of Arkansas, Pine Bluff.
- "The Great Switch of African Americans from the Party of the Great Emancipator to the Party of the New Deal," 3nd Annual Conference on Political History, Center for American Political History, Lebanon Valley College, Annville, Pennsylvania, May 30-June 1, 2019. This is part of a panel that I organized with participation by colleagues from Saginaw Valley State University, University of Arkansas at Fayetteville, and Harris Stowe State University.
- "Democratic United States Senator Thomas Hennings, Jr. of Missouri: Champion of the Black Freedom Struggle," 2nd Annual Conference on Political History, Center for American Political History, Lebanon Valley College, Annville, Pennsylvania, June 9, 2018.
- "Democratic United States Senator Thomas Hennings, Jr. of Missouri: Champion of the Black Freedom Struggle," Phi Alpha Theta Conference, plenary speaker, University of Arkansas at Monticello, April 7, 2018.
- Introductory Speaker, "The American Dream Deferred: Japanese American Incarceration During World War II," University of Arkansas at Monticello, February 1, 2018.

The following papers have been given by John Henris since 2018:

- "Protecting the No Flesh and Corn Creek Reserves: Timber Conservation and Conflict on the Pine Ridge Reservation, 1908-1911." 58th Northern Great Plains History Conference, Sioux Falls, South Dakota, 27-30 September 2023.
- "Counting Crows and Planting Squirrels: Conservation Policy in the Harney National Forest, 1902 1925." Arkansas Association of College History Teachers, Little Rock, Arkansas, October 2022.
- "Making the Black Hills Bloom: Fayette L. Cook, Spearfish Normal School, and Horticultural Development on the Northern Great Plains, 1885-1922." 53rd Annual Northern Great Plains History Conference, Mankato, Minnesota, September 2018.
- "Contested Waters: Mining, Farming, and Recreation on Spearfish Creek, 1897-1919." Mining History Association Annual Conference, Deadwood, South Dakota, June 2018.

The following papers and public lectures have been given by Shari Silzell since 2018:

- "Suffering the Shriekers: Men and the Women's Suffrage Movement in Nineteenth-Century Arkansas." Arkansas Association of College History Teachers: Little Rock, AR, 3 October 2019.
- "Mapping Monasteries: Toward a History of Early Christian Book Production in Iraq." International Congress of Medieval Studies in Kalamazoo, MI, 9 May 2019. This presentation was by invitation from the Hill Manuscript Library.
- "Muddy Hands and Sacred Hearts: Changing Attitudes Toward the Sacrality of Qur'an Codices in Medieval Baghdad." South Arkansas Literary Festival: El Dorado, AR, 9 March 2019.
- "People and the Books: Cross-cultural Exchange in Early Qur'an Production." Annual Meeting of The Middle East Studies Association: San Antonio, TX, 17 November 2018.

"Turning Pages: The Impact of Christian Gospel Codices on the Aesthetics of Eighth- and Ninth-Century Qur'ān Manuscripts." International Congress of Medieval Studies: Kalamazoo, MI, 10 May, 2018.

The following papers have been given by Clint Young since 2018:

- "La Walkyria en las Ramblas: Wagnerism and Francoism in the 1950s." Association for Spanish and Portuguese Historical Studies: Boulder, CO, 20 May 2023.
- "From Mozart to Massenet: Towards a Typology of Iberian Representation in Opera." Association for Spanish and Portuguese Historical Studies: Universitat Pompeu Fabra, Barcelona, 13 July 2019.
- "Italian Opera and Nationalist Tendencies: The Careers of Michael Balfe and Saverio Mercadante." Nineteenth Century Studies Association: Kansas City, MO, 7 March 2019.
- "The Iberian Adventures of Saverio Mercadante and the Politics of Operatic *Ressentiment*." Association for Spanish and Portuguese Historical Studies: Portland State University, 6 April 2018.

The History program also encourages undergraduate historical research. This process begins when students take HIST 3513 Historiography and Historical Methods; this course teaches the fundamentals of historical research and concludes with students producing a 12-page research paper based on original historical research. Students who produce exceptionally strong research papers or who are otherwise keenly interested in pursuing independent historical research are encouraged to present their work at academic conferences. Phi Alpha Theta co-advisors John Henris, Shari Silzell, and Kyle Day take a delegation of UAM students to the Arkansas Regional Meeting of Phi Alpha Theta almost every spring. The global Covid-19 pandemic (2020-2022) stymied student participation in conferences but conference participation resumed in the spring of 2023.

The following table summarizes student conference activity since 2014. UAM hosted the Arkansas Regional Meeting of the Phi Alpha Theta honor society in 2017.

Date	Conference	Location	# of Students
2014	Phi Alpha Theta Arkansas Regional	Fayetteville, AR	6
	Meeting		
2015	Phi Alpha Theta Arkansas Regional	Russellville, AR	4
	Meeting		
2016	Phi Alpha Theta Arkansas Regional	Searcy AR	3
	Meeting		
2017	Phi Alpha Theta Arkansas Regional	Monticello, AR	5
	Meeting		
2018	Phi Alpha Theta Arkansas Regional	Conway, AR	3
	Meeting		
2019	Phi Alpha Theta Arkansas Regional	Jonesboro, AR	1
	Meeting		
2020 - 2022	Global COVID Pandemic – No	-	-
	Conference Participation		

2023	Phi Alpha Theta Arkansas Regional	Russellville, AR	1
	Meeting		

The Phi Alpha Theta history honor society is also active in service to the community. The national office requires each chapter to engage in at least one service project each academic year. The table below details the service projects conceived and carried out by the students in the UAM chapter of Phi Alpha Theta over the last five years:

Year	Project
2019	Cemetery cleanup day – Taylor House plantation
2020	Spring Service Project cancelled due to Covid restrictions
2021-2022	N/A – Organization inactive due to Covid restrictions
2023	Service Workday – Drew County Historical Society*

^{*} Tentatively scheduled for November 2023.

History faculty actively participant in university service and governance, sitting on both SSBS and University-wide committees. Service over the past five years is summarized below. History faculty are active participants in university service and governance, sitting on both School of Social and Behavioral Sciences and University-wide committees. The tables below summarize service over the past five years:

School of Social and Behavioral Sciences Committees					
Committee	Faculty	Term			
SSBS Methods Course Design Committee	Day, Henris	2023-Present			
SSBS Strategic Planning Committee	Everett	2023-Present			
History & Political Science Program Merger	Henris	2023-Present			
Committee: Chair					
SSBS Policies and Procedures Committee: Chair	Day	2021-2022			
SSBS Promotional Committee	Everett, Silzell	2021-2022			
SSBS Strategic Planning Committee	Silzell	2018-Present			
SSBS Strategic Planning Committee: Chair	Young	2018-2019			
History Curriculum Committee: Chair	Young	2016-2018			
History Curriculum Committee	Day, Henris, Silzell	2016-2018			
SSBS Scholarship Selection Committee	Day, Everett, Henris,	2015-Present			
	Silzell, Young				

University Committees				
Committee	Faculty	Term		
Winthrop Rockefeller Distinguished Lecture	Henris	2023-Present		
Series Program Committee: Chair				
Faculty Assembly Faculty Equity and Grievance	Day	2022-2023		
Committee				
UAM Faculty Assembly: Vice Chair	Day	2022-2023		

Hornaday Outstanding Faculty Award Selection	Young	2022-2023
Committee: Chair		
Liaison/Co-Coordinator UAM Historical	Henris	2021-Present
Projects		
Faculty Research Committee: Chair	Henris	2021-2023
Hornaday Outstanding Faculty Award	Young	2021-2022
Nomination Committee: Chair		
Centennial Fund Committee	Young	2021-2022
Tree Campus USA Committee: Co-Chair	Henris	2018-Present
Program Review Committee	Henris	2018-Present
General Education Committee	Silzell	2018-Present
Library Committee	Young	2018-2021
Centennial Fund Committee	Henris	2018-2019
Hornaday Outstanding Faculty Award Selection	Henris	2018-2019
Committee		
Web Content Management Committee	Silzell	2018
Teacher Education Advisory Committee	Silzell	2016-2023
General Education Committee	Young	2016-2018
Laison/Co-Coordinator UAM Historical Projects	Day	2012-2023
Liaison/Co-Coordinator UAM Historical	Young	2012-2021
Projects		
Academic Appeals Committee	Everett	2011-2023

History faculty at UAM participate in numerous scholarly professional organizations and are committed to community service projects related to their academic discipline in Monticello, surrounding communities, and southeast Arkansas more broadly.

Dr. Kyle Day contributes to the following professional and community service organizations:

Arkansas School for Mathematics, Science, and the Arts: Chairman, Parents Advisory Council, 2022-2023. ASMSA Board of Visitors, *ex-officio*.

Drew County Historical Society and Commission, 2013-present: Board of Directors, 2015-Present; Commission Board of Directors, 2016-Present. From 2018 to the present, secured successive grants in excess of \$200,000 from the Department of Arkansas Heritage's Historic Preservation Program for the replacement of the roof of the historic Garvin Caveness House, which houses the Drew County Museum.

Drew County Republicans, Committee member, 2022-Present; Fourth District committeeman, 2022-Present.

Junior Warden, Eureka Lodge No. 40, F. & A.M. of Arkansas (Monticello), 2023.

Shriners International, 2015-Present. Potentate, Sahara Shrine, Pine Bluff, Arkansas, January 1-June 15, 2021. Abou Ben Adhem Shrine, Springfield, Missouri, 2021-Present.

Dr. John Henris contributes to the following professional and community service organizations:

Arkansas Association of College History Teachers, 2016-2023. Preserve Arkansas, 2015-2016.

Monticello Tree Board, 2017-Present; Chair 2019-2022.

Arkansas History Day Judge, 2019.

UAM Liaison for Behind the Big House at the Taylor House Plantation (Preserve Arkansas), 2022-2023.

Series Editor—Ohio History & Culture, University of Akron Press, 2017-2023.

Manuscript Reviewer, University of Akron Press.

Article Reviewer, Agricultural History.

Dr. Shari Silzell contributes to the following professional and community service organizations:

Advisory Committee, National Digital Newspaper Program 2023-present.

President Arkansas Association of College History Teachers 2022-present.

Vice President Arkansas Association of College History Teachers 2019-2021.

Coordinator Arkansas Region 4 National History Day Program 2017-present.

Judge for Arkansas National History Day 2018-2022.

Women's History Scholar for the Arkansas Women's Suffrage Centennial Commemoration Committee, 2018-2020.

Participant, film series *Portraits of Courage: The Story of Women's Suffrage in Arkansas*. This film is part of the ArkansasIDEAS program for Professional development for Arkansas teachers: https://www.myarkansaspbs.org/arkansas_womens_suffrage.

Certified Master Gardener, 2019-Present. Dr. Silzell's goal is to install a Historic Garden at the Taylor House historic site.

Dr. Clint Young contributes to the following professional and community service organizations:

Friends of the Monticello Library Board of Directors: 2021-Present.

Editor—Newsletter of the Association for Spanish and Portuguese Historical Studies: 2018-2023.

President—SEARK Concert Association: 2020-2021. President—

Arkansas Association of College History Teachers: 2018-2020. Vice

President—SEARK Concert Association: 2018-2020.

Manuscript Reviewer—Conducted pre-publication reviews of manuscripts for University of Illinois Press, University of Wisconsin Press, Berghahn Books, Institutio Complutense de Ciencias Musicales Publicaciones, and Boydell & Brewer.

Article Reviewer—Conducted blind peer reviews of articles for *Nations and Nationalisms*, *Nationalities Papers*, *Bulletin of the Association for Spanish and Portuguese Historical Studies*, *Popular Entertainment Studies*, and *isaScience*.

External Tenure and Promotion Assessor—Provided external assessment of scholarship for Dr. Ernest Jenkins, University of South Carolina, Lancaster (2019) and Dr. Julia Hudson-Richards, Pennsylvania State University, Altoona (2016).

2. Explain how the program serves the general education program and other disciplinary programs on the campus, if applicable.

The first channel is the inclusion of History courses in the General Education requirements. These requirements apply to both associate and baccalaureate degree programs. The complete General Education requirements can be found in Appendix A. Students can use the History courses indicated to fulfill the following General Education requirement:

Social Sciences: 9 Credit Hours

Choose one of the following (3 hours):

HIST 2213 American History I HIST 2223 American History II

Choose two courses from two different disciplines from the following (6 hours):

HIST 1013 World History to 1500 HIST 1023 World History Since 1500

The second channel is the inclusion of HIST 3593 Arkansas History in the supportive requirements for degrees offered by the School of Education. This course is required for students receiving the following degrees:

Bachelor of Arts in K-6 Elementary Education Bachelor of Arts in Middle Childhood Education Bachelor of Science in Educational Studies (Online, Non-Licensure) Bachelor of Science in Teaching and Learning (Non-Licensure)

The third channel is through classes that fulfill the History emphasis for the Bachelor of Interdisciplinary Studies (B.I.S.) degree offered by the Division of General Studies. The B.I.S. degree requires students to select a primary and secondary theme of study. The primary theme consists of 36 hours with 15 hours of courses from the same prefix, at least 9 hours of which must be upper-level (3000-4000) courses. The secondary theme consists of 18 hours of coursework with at least 9 hours of upper-level (3000-4000) courses. History is one of the disciplines in the Social Sciences theme.

3. Document market demand and/or state/industry need for careers stemming from the program.

While there might seem to be limited market demand for history majors, it is worth remembering that history is not a professional or a vocational program. History has traditionally been part of a classical liberal arts education on which many careers may be based. As such, the goal of the History program is not professional training, but the development of skill sets such as research, critical thinking, long-term planning and organization, and analysis that are applicable to a broad range of jobs transferable across multiple sectors. Various industry needs for students trained in historical thinking include, but are not limited to:

- 1. Education and Teaching: Demand for history teachers remains steady, and there is a constant need for qualified educators to impart historical knowledge and critical thinking skills.
- 2. Historical Research: Corporations, government agencies, and non-profit organizations may hire historians to gather and analyze historical data for various purposes, including policy development, marketing, and strategic planning.

- 3. Historic Preservation and Cultural Resource Management: With the increasing emphasis on preserving cultural heritage and historical sites, there is a demand for professionals who can work with government agencies, private organizations, and consulting firms to maintain and save our collective past.
- 4. Law and Advocacy: History graduates often excel in the field of law due to their research, analytical, and critical thinking abilities.
- 5. Digital Humanities and Technology: With the growth of digital resources and technology, historians who are tech-savvy can find opportunities in digital archiving and database management. These skills are in demand for digitizing and preserving historical records.
- 6. Tourism and Heritage Tourism: Heritage tourism is a growing industry. Historians can contribute by working as tour guides, heritage consultants, or planners for tourism-related projects.

History seeks to develop critical thinking skills by having students examine the past and comparing or contrasting societies and cultures and by having students draw inferences about the nature of the past. History trains students in writing and research skills: how to find information, how to organize it, and how to present it in a cleanly and clearly written format. These skills are required in virtually every job not involving manual labor. The History program is contributing to the growth of a skilled and educated workforce in Arkansas that, by nature, cannot be quantified. However, if you will consult point 7 under "Program Assessment," we'll give quantification our best shot.

4. Document student demand for the program.

Student demand for the program has declined significantly over the last ten years and reflects larger national trends in the discipline. Decreased enrollment in History is not unique to UAM. The steep decline at UAM has also likely been exacerbated by local economic and cultural factors common in predominantly rural states. As the cost of higher education has increased, incoming students from economically depressed areas have been conditioned for nearly a decade to believe that the only path to economic security is through vocational work or a four-year degree connected directly to a specific occupation such as Criminal Justice or Social Work. While History (along with other traditional liberal arts disciplines) does lead to high-paying, quality jobs, this fact is not recognized in popular culture, nor is it widely promulgated by workforce development leaders since those jobs may require further education beyond the baccalaureate degree. Many of the careers that students with History degrees have traditionally pursued, such as teaching, librarianship, or public service, had high attrition rates in the aftermath of the Covid-19 pandemic; it is unlikely that those jobs will become attractive to new graduates again until there is a significant shift in the socio-political climate in this country. The current headwinds obstructing the healthy growth of the discipline of History are, unfortunately, unlikely to abate significantly in the near term.

Year	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Majors	33	38	37	34	26	20	14	14	13	10

In terms of general education, however, the History program continues to enroll a significant number of UAM students from all disciplines. The following table indicates the percentage of UAM students enrolled general education History courses (HIST 1013, HIST 1023, HIST 2213, and HIST 2223) during the Fall semester for each of the last five years:

Year	HIST Gen Ed Enrollment	UAM Fall Semester Student Enrollment	Percentage
2018	249	2,028	12.3%
2019	229	1,775	13.0%
2020	243	1,707	14.2%
2021	185	1,602	11.5%
2022	188	1,506	12.5%
2023	233	1,560	14.9%

^{*}Note: Data excludes concurrent enrollment students.

Because general education History courses fulfill multiple slots in the general education curriculum, student demand for those courses has remained relatively steady. The program has worked to sustain demand for these courses in a number of ways: beginning in Fall 2019, the program began offering HIST 1013 and HIST 1023 online during the regular academic year (previously, those courses had only been offered online during summer term); when demand is sufficient History general education has been offered on the Crossett campus; in Spring 2023 the History program offered a general education class during the 8 Week II term for the first time. Since the majority of students taking general education History classes are freshmen, we can extrapolate from the percentages above that approximately 45-60% of UAM students will take a general education History course at some point during their college career. From this standpoint, student demand for History is relatively stable and History is an integral part of the UAM general education curriculum.

Curriculum

1. Describe how program content parallels current thinking/trends in the field/trade (best practices, advisory committee recommendations, etc.).

The History program's incorporation of current thinking and trends within the field begin with the introductory courses, HIST 1013 World History to 1500 and HIST 1023 World Civilization Since 1500. These courses constitute a full world history sequence that covers the political, social, and cultural history of Europe, Asia, Africa, and South America from prehistoric times to the present. Through these courses, UAM has moved away from the traditional "Western Civilization" approach that focused on the political history of Europe. World history courses are more multi-cultural than traditional Western Civilization courses and better prepare students to encounter the complexities of the modern globalized economy and the responsibilities of living in a larger global community.

History faculty regularly assign writing in their courses as a method of developing critical thinking and communications skills, moving away from an older method of examinations as the sole means of assessment. Most faculty in the general education courses include an essay component on exams. All exams in upper-division courses are essay based. In addition, these courses usually feature a significant writing component with students turning out approximately eight to ten pages of written work in a semester. In written assignments, faculty focus teaching students the skills of historical argumentation and how to interpret and explain historical evidence. Some courses may assign research papers which require students to apply these skills to a research topic and question of their own devising. Other courses will use papers to help students understand and interpret the texts they are reading or as a method of preparing students for class discussion and participation.

Upper-division course offerings are moving away from the traditional approach to teaching history that focuses on the political history of one country. Following current trends, UAM faculty are developing courses that are comparative, thematic, and interdisciplinary. Comparative history courses focus on the history of a region of the world rather than the history of one specific country; the content of such courses is built around comparisons between countries in order to understand how history works on a regional and even global level. Comparative courses offered by the History program include:

HIST 3403 Emergence of Modern Europe

HIST 3503 Medieval Middle East

HIST 3523 Modern Europe

HIST 3643 Medieval Age

HIST 3583 Latin America

HIST 3703 Modern Middle East

HIST 3713 The Hispanic World Since 1800

Thematic courses are built on more abstract historical topics that eschew traditional geographic boundaries and chronological timelines in favor of an in-depth investigation of a specific topic. These are frequently taught as special topics seminars (HIST 349V Seminar in World History

and HIST 466V Seminar in American History). Recent examples of thematic seminars offered by UAM History faculty include:

HIST 3003 Native American History

HIST 3633 American South

HIST 4023 American Environmental History

HIST 4043 Crusades

HIST 4053 Vikings

HIST 4543 American West

HIST 4653 American Civil War and Reconstruction

Interdisciplinary courses draw not only on traditional historical methodologies and sources in the classroom but also on sources from disciplines like literature, art, material culture, and music to provide students with a richer experience of the past. These classes also offer opportunities for students to learn how to interpret non-written and unorthodox historical sources. Such courses are taught as special-topics seminars. Examples include seminars offered by Dr. Young on European Popular Culture (Spring 2022) and Dr. Silzell on the World History of Piracy (Fall 2023).

The historical profession is increasingly embracing classroom technology, most notably as a method to make the past more immediate to students (to "make the past come alive"). UAM faculty have been eager to use technology in the classroom. All faculty use PowerPoint to help organize lectures and display maps and historical photographs to students. Dr. Young has made notable use of audio/visual materials in his courses to demonstrate how art and music reflect the political and social situations of the periods in which they were created. Dr. Silzell has used a popular video game, Assassin's Creed IV: Black Flag, in conjunction with traditional texts like *Treasure Island* to tease out class discussion on how piracy is portrayed in popular culture at different times. Dr. Henris uses digital Sanborn Maps and digital historical USGS maps with online census databases to aid students in drawing out the economic and demographic myths and realities of Old West mining towns.

Dr. Henris and Dr. Young have both begun using Online Electronic Resources (OERs) in the classroom, especially in survey courses. Given the wide number of primary sources, historical videos, and other instructional materials on the Internet, use of OERs provides a low-cost replacement for traditionally expensive textbooks and readers; in addition, many OERs incorporate supplementary materials, links to web resources, and can be easily integrated into learning management systems like Blackboard. Dr. Henris uses *The American Yawp*, a peer-reviewed textbook published and maintained by Stanford University press in his American History I and American History II courses. Dr. Young uses *World History: Volume 2 Since 1450*, a peer-reviewed textbook published by OpenStax and maintained by Rice University in his World History Since 1500 course; he also served as a pre-publication peer reviewer on two chapters of the text to ensure its adequacy for classroom use.

In terms of more traditional written sources, every faculty member in the History program also uses primary sources in at least some of their classes. The current trend in the historical field is to not only have students simply read textbooks or works written by other historians on a subject;

students are also provided with sources produced in the time period they are studying, such as diaries, speeches, or governmental records. These are sources that professional historians use when they write history, and we are currently training students to "think like historians." The use of primary sources is one of the ways in which historians help to develop critical thinking skills in their students, by teaching students how to read a source in its historical context and to compare it with the historical material they are studying in their textbooks or in lecture. The use of primary sources in the classroom also promotes reading skills by introducing students to texts with unfamiliar syntax, vocabulary, and writing styles.

The use of primary sources and reading skills lead students along a path towards historical research. A significant trend in all education fields is towards "active learning," and in the historical field this generally takes the form of historical research. HIST 3513 Historiography and Historical Methods is the cornerstone of this trend: the purpose of the course is to teach students how to conceive a historical research project, how to do the appropriate research and interpret historical sources, and how to organize the result into a coherent research paper. All history majors are required to take this course. Faculty are also expanding the notion of research beyond the traditional paper format. Dr. Young frequently concludes his upper-division courses with a project that requires students to research current events and present how history can help to explain those events; in HIST 3403 Emergence of Modern Europe, he has developed a multimedia project that requires students to use research skills to develop a mixed media project (such as a video, a podcast episode, or mock social media pages) on a historical topic. For HIST 4653 Civil War and Reconstruction, Dr. Henris has students engage in a simulation where they game out a civil war battle and have to make decisions based on both troop movements and environmental factors. For students who excel in research, the History program has further opportunities through the Phi Alpha Theta honor society, which regularly sponsors conferences for students to present their research. Faculty work with students to revise their research, learn how to organize their research for oral presentations, and learn how to present themselves professionally in an academic conference setting.

2. Provide an outline for each program curriculum, including the sequence of courses.

History curriculum is outlined in the eight-semester plan which comprises a recommended sequence of courses by semester for the usual eight semesters required to complete the degree. This suggested sequence of courses fulfills the requirements of Act 1014 of the 85th Arkansas General Assembly and is outlined below.

First Semes	ster (16 hours)		Credit Hrs.
ENGL	1013	Composition I	3
HIST	1013	World History to 1500	3
PSCI	2213	American National Government	3
MATH	1003 or	Quantitative Literacy or	3
	1043	College Algebra	
Sc	ocial Science	General Education Requirement: Select one of the fol	llowing
PSY	1013	Introduction to Psychology <i>or</i>	3
SOC	2213	Introduction to Sociology	
UST	1001	Pathway to Success	1
	1		
Second Se	mester (16 ho	urs)	Credit Hrs
ENGL	1023	Composition II	3
HIST	1023	World History Since 1500	3
COMM	1023 or	Public Speaking or	3
	2203 or	Interpersonal Communication or	
	2283	Business and Professional Speech	
		General Education Science Course with Lab	4
		Minor	3
	ester (16 hour		Credit Hrs
HIST	2213	American History I	3
		Fine Arts Appreciation Requirement: Select one of the	e following
ART	1053 or	Art Appreciation <i>or</i>	3
MUS	1113	Music Appreciation	
		General Education Science Course with Lab	4
		Minor	3
		Foreign Language	3
	nester (15 hou	,	Credit Hrs
HIST	2223	American History II	3
ENGL	2283 or	Survey of World Lit I or	3
	2293	Survey of World Lit II	
GEOG	2213	General Geography I	3
		Foreign Language	3
		Minor	3
T101 C			
	ester (15 hours		Credit Hrs
HIST	3513	Historiography and Historical Methods	3
HIST		American history 3000-4000 level	3
HIST		Non-American history 3000-4000 level	3
		Minor	6
Sixth Semo	ester (15 hour	s)	Credit Hrs

HIST	American history 3000-4000 level	3
HIST	Non-American history 3000-4000 level	3
	Minor	3
	General Elective	6
Seventh Ser	nester (15 hours)	Credit Hrs
HIST	American history 3000-4000 level	3
HIST	Non-American history 3000-4000 level	3
	General Elective	9
Eighth Sem	ester (13 hours)	Credit Hrs
	General Elective 3000-4000 Level	6
	General Elective	6

^{*}Note: Transfer students are not required to take UST 1001 Pathway to Success.

3. State the degree requirements, including general education requirements, institutional, college or school requirements, and major requirements.

The Bachelor of Arts in History requires satisfactory completion of 120 hours of course work. All 120 hours must be in courses numbered 1000 or above. Included in these 120 hours is a 35-hour General Education requirement. The courses which may satisfy this General Education requirement are found in Appendix A.

The History major requires 33 hours of History coursework.

HIST 1013 World History to 1500

HIST 1023 World Civilizations Since 1500

HIST 2213 American History I

HIST 2223 American History II

HIST 3513 Historiography and Historical Methods

9 hours of electives in American History (must be 3000-4000 level)

9 hours of electives in non-American History (must be 3000-4000 level)

Supportive requirements include GEOG 2213 General Geography 1 and 6 hours of the same foreign language at the 1000-3000 level (a language other than English).

History majors are also required to select an 18-hour minor in another field.

The History minor requires 21 hours of History coursework.

HIST 1013 Survey of Civilization I

HIST 1023 Survey of Civilization II

HIST 2213 American History I

HIST 2223 American History II

9 hours of electives in History (must be 3000-4000 level); of these, 3 hours must be in American history and 3 hours must be in non-American history

4. Indicate the semester/year the major/program courses were last offered. Exclude general education courses.

Course Number	Course Name	Last Offered
HIST 3003	Native American History	Fall 2020
HIST 3403	Emergence of Modern Europe	Fall 2021
HIST 3503	Medieval Middle East	Fall 2019
HIST 3513	Historiography and Historical Methods	Fall 2023
HIST 3523	Modern Europe	Fall 2020
HIST 3573	Colonial America	Fall 2019
HIST 3583	Latin America	Fall 2022
HIST 3593	Arkansas History	Fall 2023
HIST 3633	American South	Fall 2021
HIST 3643	Medieval Age	Fall 2022
HIST 3683	American Revolution and Early Republic	Fall 2018
HIST 3703	Modern Middle East	Spring 2022
HIST 3713	The Hispanic World Since 1800	Spring 2021
HIST 4003	European Communism and Fascism, 1919-1945	More Than Five
		Years Ago
HIST 4013	History of European Popular Culture	Spring 2022
HIST 4023	American Environmental History	Spring 2023
HIST 4033	Christianity	More Than Five
		Years Ago
HIST 4043	Crusades	Spring 2023
HIST 4053	Vikings	Fall 2021
HIST 4543	American West	Fall 2022
HIST 4603	Modern America, 1900-1945	Spring 2019
HIST 4613	Recent America. 1945-Present	Fall 2023
HIST 4653	American Civil War and Reconstruction	Spring 2021

5. Provide syllabi for discipline-specific courses and departmental objectives for each course.

Syllabi for History courses can be found in Appendix B.

6. Outline the process for the introduction of new courses, including all internal curriculum review processes and the findings.

Substantial curriculum changes begin with proposals from the History faculty. These proposals are reviewed by the Dean of Social and Behavioral Sciences. When approved, the Dean submits the proposal to Deans Council, which includes the Deans of all UAM units, the Registrar, and

the Provost and Vice Chancellor of Academic Affairs. After a ten-day review period, the proposal is presented at a Deans Council meeting for Council approval. Proposals receiving the Deans Council's approval are forwarded to the Curriculum and Standards (C&S) Committee. The C&S Committee representative from the School of Social and Behavioral Sciences then presents the proposed changes to the C&S Committee for their discussion. If approved by the C&S Committee, the proposal is forwarded to the UAM Assembly where it is brought to a vote. Once it has received the approval of the Assembly, the proposal goes to the Chancellor for approval and then is sent to the Registrar's Office for inclusion in the official University catalog. Changes to the curriculum that involve substantial changes to the current program of study must be approved by the Arkansas Department of Higher Education and the University of Arkansas System Board of Trustees.

7. List courses in the proposed degree program currently offered by distance delivery.

History courses currently offered through distance learning are:

HIST 1013 World History to 1500

HIST 1023 Word History Since 1500

HIST 2213 American History I

HIST 2223 American History II

HIST 3593 Arkansas History

8. Describe the instructor-to-student and student-to-student interaction for distance courses (prerequisite courses, lab requirements, examination procedures—online/proctored, instructor response to student assignments).

Instructors interact with students through online content delivery, assessment, discussion boards, and email. Students may follow up in person, through email, or through telephone contact. Instructor expectations, learning outcomes, and goals are clearly defined prior to content delivery for each module. Students are encouraged to discuss content from each module through discussion boards. In some classes, students are given a quiz over each module with instructor feedback on each missed question. Other classes require the online submission of a paper which is returned electronically with instructor feedback. Exams may be administered online or are given on the UAM campus at a set time by the instructor. All instructors work to ensure that class workloads and assessment standards are equivalent and consistent across different modalities of instructional delivery.

Program Faculty (Full-time/Adjunct/Part-time)

1. Provide curriculum vitae or program faculty information form for all full-time program faculty. The vita or form should include the following: all degrees and institutions granting the degrees; field or specialty of degrees; number of years employed as program faculty at the institution; current academic rank, if applicable; professional certifications/licenses; evidence of quality and quantity of creative and scholarly/research activity; evidence of quality and quantity of service activities; evidence of professional activities and non-teaching work experiences related to courses taught over the past two academic years; and other evidence of quality teaching.

Faculty	Degree	Rank	Specialization
John Kyle Day	Ph.D.	Professor	Modern US, South, Race
Walter Everett	M.A.	Instructor	US History
John Henris	Ph.D.	Associate Professor	Early US, US West,
			Environmental
Sharon Silzell	Ph.D.	Associate Professor	Medieval Europe & Middle East
Clinton D. Young	Ph.D.	Professor/Dean of	Modern Europe, Nationalism,
		SSBS*	Cultural History

^{*} Dr. Young became Dean of SSBS with a reduced teaching load in Fall 2022.

See Appendix C for faculty vitae.

2. Indicate the academic credentials required for adjunct faculty/part-time faculty teaching major/program courses.

The minimum requirements for teaching as an adjunct faculty member in the History program are a master's degree with a minimum of 18 credit hours earned from History courses, or equivalent experience in the field. The History program does not currently employ adjunct faculty.

3. Describe the orientation and evaluation processes for faculty, including adjunct and parttime faculty.

During Professional Development Week, which occurs prior to the beginning of the fall semester, there is an official orientation program for full-time faculty which contains information and documentation on advising, regulations, available resources, and teaching facilities. Throughout the week there are workshops on topics including academic advising, learning institutional software, and on-line teaching.

All full-time faculty members write an annual self-evaluation in accordance with UAM Faculty Handbook policies and procedures. They reflect upon efforts, accomplishments, and areas for improvement in the areas of teaching, service, scholarship and professional development; the self-evaluation concludes with a plan for improvement over the coming year. These self-

evaluations are used as part of the peer evaluation discussed in the next paragraph. Part-time faculty do not necessarily do the annual self-evaluation, but may be observed by the Dean or a representative chosen by the Dean at any time. Part-time faculty may also be requested to supply syllabi, exams, assignments, or graded papers to the Dean at any time.

Each faculty member, including adjunct faculty, is evaluated annually. Faculty are required to submit a self-evaluation to the Dean of Social and Behavioral Sciences. Faculty are also evaluated by a minimum of three peer faculty members and are observed in a classroom setting by the peer evaluators. The tenured faculty and non-tenure track faculty who have completed six years of service are required to undergo the full evaluation process at least once every five years. A full evaluation requires that three colleagues be chosen as peer evaluators with the individual being evaluated choosing two of those peers and the Dean choosing one. Peer reviewers of faculty having a full evaluation must make at least one classroom observation.

For an instructor who is not having a full evaluation, one peer evaluator will be chosen by the Dean. Full-time faculty members are evaluated by students in every class. Once this process is complete, the Dean reviews all of the combined evaluations to assess faculty performance. The Dean then uses the totality of the evaluations by the faculty peer, students, self-evaluation, and observation data to complete a review of each faculty member. The Dean schedules a meeting with the faculty member to discuss his or her accomplishments and make suggestions for possible improvements. After this review, the evaluation and all supporting material are sent to the Provost and Vice Chancellor for Academic Affairs for review and comments. If a faculty member disagrees with the Dean's evaluation, he or she may send information to the Provost for additional consideration. The Provost and Vice Chancellor for Academic Affairs then sends a recommendation to each faculty member and the Dean.

4. Provide average number of courses and number of credit hours taught for full-time program faculty for current academic year.

The course load for a full-time faculty member who holds an academic rank of Assistant Professor or higher is 12 semester credit hours per term. The course load for those holding the rank of instructor is 15 semester credit hours per term. Occasionally, there are opportunities for extra courses to be taught as an overload for additional pay. Summer online teaching opportunities are available for courses that meet the minimum enrollment of 10 students.

Program Resources

1. Describe the institutional support available for faculty development in teaching, research, and service.

In the area of teaching, faculty are encouraged to seek areas of special interest and, when possible, teach in those specific areas. Faculty members are encouraged to develop special topics courses, which may later become part of the regular curriculum if appropriate. The University supplies a Blackboard shell for each class to facilitate classroom instruction, and also provides technical support for those using Blackboard in their courses. Through support provided by Social and Behavioral Sciences and institutional expenditures, several classrooms in the Memorial Classroom Building (MCB) are equipped with a computer and a projector.

The School of Social and Behavioral Sciences supports faculty research and scholarly activity through financial support of research activities including attendance at professional meetings for presenting scholarly papers and other research findings. Faculty are also encouraged to further their research, including through publication. Faculty research grants (currently \$1500 per year) are available through the University on a competitive basis for funding basic research. In addition to the School of Social and Behavioral Sciences (SSBS) support of research and travel using faculty development funds, the UAM administration has been very supportive of our faculty in funding travel when costs exceed the SSBS resources.

Faculty are encouraged to serve on the university committees and History faculty members are very active in this regard. (See "Goals, Objectives, and Activities" above.) Faculty members use their experience and specific skills serving on committees. This provides a growth opportunity for faculty members and the university appreciates the services.

2. Describe the professional development of full-time program faculty over the past two years including the institutional financial support provided to faculty for the activities.

Program faculty have pursued a number of professional development activities over the past two years, including attendance at professional conferences and trips to pursue archival research.

Date	Faculty	Description	Location	Financial
	Member			Support
5-6 October 2023	Everett	Arkansas Association College History Teachers Conference	Little Rock, AR	\$350
5-6 October 2023	Henris	Arkansas Association College History Teachers Conference	Little Rock, AR	\$350
5-6 October 2023	Silzell	Arkansas Association College History Teachers Conference	Little Rock, AR	\$350

5-6 October 2023	Young	Arkansas Association College History Teachers Conference	Little Rock, AR	\$350
27-30 September 2023	Henris	Northern Great Plains History Conference	Sioux Falls, SD	\$1220
20 May 2023	Young	Association for Spanish and Portuguese Historical Studies: Boulder, CO, 20 May 2023.	Boulder, CO	\$1700
21-28 June 2023	Henris	Faculty Research Grant archival research trip—Black Hills, SD	Deadwood & Spearfish, SD	\$1500
6 October 2022	Day	Arkansas Association College History Teachers Conference	Little Rock, AR	\$350
6 October 2022	Henris	Arkansas Association College History Teachers Conference	Little Rock, AR	\$350
6 October 2022	Silzell	Arkansas Association College History Teachers Conference	Little Rock, AR	\$350
August 2022	Henris	Case Center for Western Studies, Augustana University, archival research stipend.	Kansas City, MO	\$1500
June 2022	Henris	Faculty Research Gant archival Trip—Denver, CO	Denver & Broomfield, CO	\$1500
Spring 2022	Silzell	Professional Development Workshop for area secondary school teachers	Monticello, AR	
June 2021	Henris	Faculty Research Grant archival research trip—South Dakota	Pierre & Deadwood, SD	\$1500

3. Provide the annual library budget for the program or describe how library resources are provided for the program.

Each academic unit, along with library liaisons, recommends library purchases of materials.

The Taylor Library's budget for FY2023-24 includes \$22,597 for books (including e-books) and \$160,000 for online resources, including journals and databases. The Library does not apportion its budget by department, especially since databases tend to be so multidisciplinary. Instead, purchase policies are made in consultation with the Library Committee, which comprises representatives from all schools. Each school has a liaison in the Library who works closely with that school in developing the Library's collection. The liaison for the School of Social and Behavioral Sciences, Beth Stewart, has a bachelor's degree in History; the Library Director has an M.A. in History, so the UAM History program is well served by the current personnel. Ms. Stewart will regularly check with individual historians about book purchases, trying to ensure that the Library meets both curricular and research needs. Faculty members have access to Interlibrary Loan services, of course, and are encouraged to recommend books for purchase.

The budget is spent on books, e-books, journals, e-journals, and databases. Electronic databases are upgraded regularly giving faculty access to new publications. The library also offers a very liberal inter-library loan policy allowing each faculty multiple inter-library loan requests.

4. Describe the availability, adequacy, and accessibility of campus resources (research, library, instructional support, instructional technology, etc.).

The School of Social and Behavioral Sciences provides "Smart Rooms" to integrate technology in order to enhance the classroom experience. Each room in the Memorial Classroom Building is equipped with a computer connected to the internet, a projector, and an audio system.

The UAM Library features a large volume of content for faculty research and development. Library resources in the area of Social Sciences and History in particular include the following electronic databases and subscriptions. Many of the following individual databases are included in either the larger packages of ProQuest Centra, JSTOR, EBSCO, or some through the Arkansas State Library Traveler Databases.

UAM Library Databases and Resources
Academic Seach Elite
American History (ABC-Clio)
American Mosaic: The American Experience (ABC-Clio)
American Mosaic: The American Indian Experience (ABC-Clio)
American Mosaic: The Latino American Experience (ABC-Clio)
African American Heritage
Credo Reference
Daily Life Through History (ABC-Clio)
First Search
J-Store
Heritage Quest
History Study Center
Newspaper Source
Periodicals From 1959 – 1989
Research Library
WorldCat
World History: Ancient and Medieval Eras (ABC-Clio)
World History: The Modern Eras (ABC-Clio)

In addition to the printed and electronic resources, a professor may contact the library staff liaison to schedule a class period in which the librarian teaches students about resources that will be most useful in completing assignments. This can occur in introductory classes, but more often these sessions occur in the upper-level courses, and especially HIST 3513 Historiography and Historical Methods. Additionally, Ms. Stewart offers sessions on American and regional history in the Special Collections Room, which she directs, and which has unique resources including materials from the World War II Japanese-American camps in Rohrer and Jerome, slavery, and the Ku Klux Klan.

Students and faculty consult with Ms. Stewart and Mr. Boice about particular research projects or general concerns. Annually, the Library hosts a celebration of faculty scholarship. The books and articles published by the History faculty, along with the other UAM faculty, are displayed for the community's benefit, and students can see that their teachers are scholars, also.

Within the limitations of current budget constraints, library resources are adequate. Library staff work very hard to purchase as many of the materials that faculty request as they can. The space constraints of the Special Collections Room and budgetary challenges require the Library to be sure that database purchases, especially, benefit the greatest number for the price. The Library is hoping to expand its access to the entire JSTOR collection, as well as newspaper resources.

5. Provide a list of program equipment purchases for the last three years.

The following chart lists equipment purchases for the School of Social and Behavioral Sciences as a whole. All programs housed in SSBS use these items, including History.

Item Description	Cost	Funding Source
MCB 226 & 204 Classroom Furniture	\$12, 264	One-Time Funding
MCB 306 Classroom Furniture	\$9,179	One-Time Funding
MCB 310 Classroom Furniture	\$12, 117	Centennial Fund Grant
(1) 65' Smart Board	\$2,642	Centennial Fund Grant
(1) Mobile Stand for Smart Board	\$468	Centennial Fund Grant
(3) Faculty Dell Computers	\$3,600	SSBS M&O Budget
(1) 92' Projector Screen	\$447	SSBS M&O Budget
(4) Classroom Webcams	\$208	SSBS M&O Budget
(4) Classroom Laser Projectors	\$7,327	Information Technology
(13) Classroom Computers	\$9,220	Information Technology
(10) 70" Flat Panel Monitors	\$14,170	Information Technology
(10) 35' Active HDMI cables	\$400	Information Technology
(2) Dell laptops	\$5,786	SSBS M&O Budget
(2) Faculty Dell Monitors	\$550	SSBS M&O Budget
Total	\$78,378	

Instruction via Distance Technology

Note: ADHE Guidelines state that "This section should be completed if at least 50% of any program/major course is delivered electronically." While the History program does not meet this guideline for evaluation, general information on distance technology at UAM is included to assist in contextualizing the academic resources available to the program.

1. Describe the instutional support available for faculty development in teaching, research, and service.

The UAM campus governance and academic approval processes are followed for any new course added to the curriculum. Any new degree program, regardless of the method of delivery (distance technology or not) must be reviewed by the faculty, approved by the academic unit dean, the Academic Council, Assembly, Chancellor, the University of Arkansas Board of Trustees, and the Arkansas Department of Higher Education Coordinating Board prior to implementation.

For an existing course to be offered via distance delivery, a Course Shell is automatically created when the online course is added to the schedule. Each faculty member who teaches an online course must offer the course in Blackboard, the campus learning management system. Training sessions for faculty are offered by the UAM Office of Instructional Technology prior to each fall semester, or as the need arises. Technical assistance is provided by the Office of Instructional Technology as needed/required throughout the semester and/or term.

The UAM Office of Instructional Technology is responsible for the management and maintenance of the learning management system and other administrative concerns. Additionally, the Office of Instructional Technology is responsible for providing technical assistance to the faculty who teach online courses.

2. Summarize the policies and procedures to keep the technology infrastructure current.

University of Arkansas at Monticello faculty and students have access to infrastructure and technology that includes intranet, Blackboard, Compressed Interactive Video, broadband Internet, and access to the online catalog, electronic books, and journals available in the Fred J. Taylor Library and Technology Center, as well as web-based mediums. Regular funding is part of an ongoing process that includes technology upgrades, software licensing, and technical support. UAM recently completed an eight-year plan to provide a technology infrastructure that increased the University's academic competitiveness. This plan included Level One technology certification for all buildings on all three campuses.

In the summer of 2010, UAM, a founding member of the Arkansas Research and Education Optical Network (ARE-ON), connected to the ARE-ON Network allowing access to two highspeed 24 national networks, the Internet2 and National Lambda Rail. Completion of this project allowed UAM to collaborate with all universities and colleges that share the network as

well as access to the Internet at a much faster rate.

UAM has also purchased a financial and student information software system, PeopleSoft, updating the institution's 25-year-old software system, which will make secure access to campus educational and planning resources available to students via the Internet. UAM began offering distance education courses in 1999 with WebCT, and utilized various versions of WebCT until summer 2010, when UAM changed over to Blackboard as its distance learning course management product of choice. In 2022, UAM migrated to Blackboard Ultra for all of its distance learning courses and provides support to all students and faculty as they adjust to the modern learning management system.

3. Summarize the procedures that assure the security of personal information.

The UAM Information Technology Department sets forth guidelines for the protection of personal information following the information security policies regulated by the State of Arkansas security recommendations. These guidelines state that UAM can only collect personal information through a secure link and with prior approval from that individual.

Personal information cannot be stored on the course management system by the students and/or faculty. The Office of Academic Computing regularly scans web sites for the presence of personal information. The removal of personal information found on the course management system is immediate. The Learning Management system (Blackboard Ultra, in this case) is subject to the same security measures as all other Information Systems on the UAM campus and meets the State of Arkansas security guidelines for protecting personal information.

- 4. Describe the support services that will be provided to students enrolled in distance technology courses/program by the institution and/or other entities.
 - Advising: MFA students are advised by the MFA program director. The director (or another faculty member who may be appointed as a particular student's advisor) works with each student from the time the student applies for admittance into the program to work in a specific genre. The advisor typically talks by phone or email with the student about goals and aspirations, personal interests, and background. Working closely with the student, the advisor may suggest a particular combination or sequence of courses. The advisor meets by phone, Zoom, or email at least once a semester to discuss the student's progress and goals.
 - Course registration: The student's advisor, after talking with the student well before the beginning of the next semester, registers the student for courses. Students are usually not given the option of registering for the courses themselves. However, the student's advisor works closely with the student to ensure that the desired courses are added. The advisor is also able to provide information on when particular courses will be offered as part of the program's course rotation.
 - Financial aid: The UAM Financial Aid department works closely with all students, including graduate students and students taking online programs, to apply for various sources of financial aid, including loans, grants, and scholarships. Financial aid staff are

- skilled in working with online students and may provide counsel and support through phone, email, or Zoom.
- Course withdrawal: In the event that a student needs to withdraw from a course, the student's advisor submits and manages the appropriate withdrawal forms.
- E-mail account: All UAM students including graduate students are provided with a university email account. Support services are available online and by phone.
- Access to library resources: All of the resources at UAM Taylor Library are available to UAM students who are studying online. The library databases provide online access to a wide variety of resources, the library maintains an extensive eBook collection, and the library's online LibGuides provide subjectspecific research and resource information and assistance. The Interlibrary Loan service provides access to materials not available via the UAM library's system, and UAM's online students have 24/7 access to Ask-a-Librarian for research assistance. In addition, Librarians provide Information Literacy sessions to all online classes. The UAM library is also an ARKLink participating library, which allows our online students to borrow materials from other statewide participating institutions.
- Help Desk: The UAM Office of Informational Technology assists both faculty and students with technical issues.
- 5. Describe technology support services that will be provided to students enrolled in distance technology sources/programs by the institution and/or other entities.

The Office of Information Technology provides technical support for online students. If a student needs help with Blackboard, the student should visit https://www.uamont.edu/it/index.html. Support is also available by phone (870-460-1036) or in person on the second floor of the Student Center suite 207.

The Office of Information Technology also offers an online knowledge base and chatbot support.

For more information about technology support services, please see the UAM Student Handbook for Distance Education, which can be viewed on the UAM website: https://www.uamont.edu/academics/distance-education.html

6. Describe the orientation for students enrolled in distance technology courses.

Regular orientation opportunities are offered at the beginning of each semester to orient students to the use of the learning management system and related student technology resources such as email.

7. Summarize the institutional policy for faculty course load and number of credit hours taught, compensation, and ownership of intellectual property.

Institutional policy regarding faculty course load, number of credit hours taught, and

compensation for full-time employees is outlined the UAM Faculty Handbook, pages 49-50:

The basic element of faculty workload is a work unit, which is equivalent to one class hour (50 minutes) per week for a semester or which is equivalent to three and one-third non-classroom laboratory hours of work per week for a semester. Included for each of these class hours is time for class preparation, grading, office hours, and other work with students outside class.

The minimum course load for full-time faculty at the assistant professor level or above is 12 semester credit hours. The minimum course load for faculty at the instructor level is 15 semester credit hours. For faculty teaching non-dual listed graduate level courses, a 1.33 multiplier will be used to determine graduate faculty course load, i.e. a 3-hour graduate level course will be considered 4 hours (3 x 1.33= 4.00). For dual-listed courses, no multiplier will be used. The course load for faculty teaching both undergraduate and graduate level courses in the same semester will be determined on an individual basis. Faculty course loads are normally assigned based on course coverage need and faculty research/scholarship and service productivity. Multi-interdisciplinary teaching assignments or other University duties may be assigned as a portion of the 15-hour course load. Such assignments must be recommended by the unit head and approved by the Vice Chancellor for Academic Affairs. (See UAM Operating Procedure 420.1 Teaching Load for Faculty.)

Individual academic units can recommend for approval by the Vice Chancellor for Academic Affairs equivalent assignments for calculating workload. It should be understood that the typical workload will vary considerably.

Faculty may be assigned to daytime or nighttime teaching and on-campus or off-campus teaching.

Full-time faculty members are expected, as part of their University service, to advise students, serve on committees, and perform academically-related public service. Duties for full-time faculty also include individual research, scholarly or creative endeavors, and professional travel and development, as well as the usual instructional, research, service, and administrative duties for which work units can be assigned.

Professional staff with academic qualifications may be assigned teaching duties. In such cases, the individual will receive a split appointment of Instructor/Staff. The workload for these split appointments will be prorated.

Institutional policy for part-time employees is outlined in UAM Operating Procedure 435.1, which may be found at https://www.uamont.edu/Fin-Admin/operating-procedures.html.

The University of Arkansas at Monticello may employ individuals for temporary appointments on a part-time basis to teach courses due to faculty shortages and/or emerging needs. An individual employed on a part-time basis will not normally teach more than two courses, or sections thereof, or 50% of the normal full time load during any term.

Exceptions to this policy require prior approval from the appropriate Vice Chancellor or Chancellor. Academic Unit Heads may request salary exceptions related to teaching

experience, academic degree, subject area qualifications, market value and other factors. The following provisions shall apply:

- Offers of employment are issued in writing by the appropriate Academic Unit Head and approved by the Vice Chancellor.
- Part-time faculty hired to teach a specific course in order to meet a temporary institutions need are designated as adjunct faculty.
- Employment must be in the name of an individual.
- When employed more than halftime for an extended period, the individual may be placed in a benefits eligible instructor slot on a 50%, 75% or 100% appointment.
- Part-time faculty is a non-benefit eligible position. UAM pays only the mandatory employee contributions.
- Privileges normally extended:
 - University I.D. Card; admission to university activities; library use; temporary parking permit.
- Privileges normally excluded:
 - o Assigned office; catalog recognition; inclusion in commencement.
- 1. Part-time faculty salary for teaching a three-hour course will be based upon teaching experience at UAM. See scale below.

2. Courses Taught	3 credit/hour	Lab/1 credit
1-5	\$1800	\$1200
6-10	\$2100	\$1400
11 or more	\$2400	\$1600

- 3. Academic Unit Heads are responsible for maintaining historical records to determine rate of pay.
- 4. Salary for one-credit hour laboratories will be 2/3 the salary of a three-hour credit course.
- 5. Retired UAM faculty will be paid at the overload rate of \$2,500 for a three-hour course.
- 6. The University reserves the right to prorate the salary of part-time instructors should the adjunct instructor not meet with the students the required class time.
- 7. Prior to employment the Academic Unit Heads will submit a request to hire to the appropriate Vice Chancellor and obtain a transcript of the highest degree attained along with any other data necessary for internal and external data reporting.

Majors/Declared Students

1. State the number of undergraduate/graduate majors/declared students in each degree program under review for the past three years.

The table below shows the number of History majors over the last three years. All majors are undergraduate students; the History program does not offer graduate coursework.

Declared Majors			
Fall 2020 Fall 2021 Fall 2022			
14	13	10	

2. Describe strategies to recruit, retain, and graduate students.

Recruitment of History majors begins even before students enroll at UAM with flyers and eightsemester courses of study distributed to potential students at all high school recruitment days hosted by the Office of Admissions. Those that sign the register are sent letters telling them more about the history program at UAM. Flyers are likewise distributed to new UAM students at orientation and Weevil Welcome days.

The most successful tool for recruiting and retaining undergraduate History majors has been the Alpha Nu Zeta chapter of Phi Alpha Theta National History Honor Society, which is quite active and stands as a model for all campus honor societies to emulate. UAM's Phi Alpha Theta chapter allows faculty to recognize our most academically successful students, pursue research, service projects, and other extracurricular endeavors beyond the classroom, and further prepare students for their future endeavors after college. The high visibility of Phi Alpha Theta's activities, including service projects and student attendance at academic conferences, has prompted students to ask how they might join the society and otherwise partake of its activities. There is a minimum requirement of 3.10 GPA in history classes to participate in Phi Alpha Theta, so students are prompted to take their historical studies more seriously.

Attempts to retain students majoring in History are included in those programs and projects that are available for all School of Social and Behavioral Sciences majors. Peer mentoring through the office of Academic Advising is available to students who are identified as struggling academically, financially or socially. In addition, Phi Alpha Theta offers programs to help students academically and the social nature of the organization assists with integrating students socially into university life.

3. Provide the number of program graduates over the past three years.

The following table shows the number of graduates in History over the last three years.

Year	2020-2021	2021-2022	2022-2023	Total	Three Year Mean
Graduates	5	3	4	12	4

Program Assessment

1. Describe the program assessment process and provide outcomes data (standardized entrance/placements test results, exit test results, etc.).

The primary tool for assessing the History program over the last 10 years has been individual faculty assessment of Student Learning Outcomes (SLOs) created for each course. (Attempts at using standardized testing tools have failed as the number of examinees is too small to draw statistically valid conclusions.) Faculty members have created a curriculum that leads students through a series of specific classes that sequentially develops information bases and skills needed to meet SLOs. History majors develop SLOs through a range of activities both inside and outside of the classroom. Skills related to the development of the student's research, writing and critical thinking capabilities come with experience and the completion of writing assignments adhering to strict referencing policies, analytical research encompassing the most recent findings, and comprehensive exams. The essential vocabulary and basic concepts of history are gained in the required history courses.

Beginning in the 2021-2022 academic year, several History courses have been integral components to measuring UAM's Institutional Learning Outcomes (ILOs). History courses are evaluated to determine how students are performing in the areas of Teamwork, Critical Thinking, and Global Learning. Students in selected classes are assessed on a scale of 1-4, where 4 demonstrates a complete mastery of the competency at hand. (A full explanation of each ILO may be found in Appendix D.) Given that it is assumed that most students in freshmen and sophomore level courses should be scoring a benchmark level of 2 on their assessed skills, it is clear the History program is adequately training its students in the required competencies. Indeed, for the Global Learning ILO, the program is training students above the benchmark level. As the School of Social and Behavioral Sciences develops and analyzes more data, it will be used to make program improvements. As the aggregate data for each ILO includes students from across the disciplines in Social and Behavioral Sciences, non-history students are included in this data; based on the raw data, there is no reason to believe that history students are demonstrating mastery of ILO competencies any differently from their peers.

Critical Thinking (2021-2022)

Dimension	Average score for unit	Total # of students assessed in unit
Evidence	2.5	43
Conclusion and Related Outcomes (Implications and Consequences)	2.0	76

Courses Assessed: CJ 2153/PSCI 2283/SWK 3243, HIST 3513 (Fall 2021), and PSY 2203.

Critical Thinking (2022-23)

Dimension	Average score for unit	Total # of students assessed in unit
Evidence	1.8	13
Influence of Context and Assumptions	2.4	8

Courses Assessed: CJ 2153/PSCI 2283, HIST 3513 (Fall 2022—Evidence); CJ 3313/PSCI 3313/SWK 3243 (Fall 2022—Influence of Context and Assumptions)

Global Learning (2021-22)

Dimension	Average score for unit	Total # of students assessed in unit
Cultural Diversity	3.1	87

Courses Assessed: HIST 1013, HIST 1023, PSCI 2233 (Spring 2022), PSY 3443 (Fall 2021), and SWK 3123 (Spring 2022).

Teamwork (2021-22)

Dimension	Average score for	Total # of students
	unit	assessed in unit
Individual Contributions Outside of Team	2.3	18
Meetings		
Responds to Conflict	2.6	58

Courses assessed HIST 2213, HIST 2223, and PSY 2013 (Spring 2022).

2. Describe program/major exit or capstone requirements.

With regard to the core philosophy underpinning the department's curriculum standards, the History program offers a changing compendium of factual information which is necessary to be proficient in the field. The major objective, however, is to inculcate in our students a way of thinking about history and historical research that is both creative and logical. These critical thinking skills are applied in every course in the curriculum but are most evident in the seminars and independent study courses. This is also where logic and critical thinking are directly assessed using exams and required research writing.

There is no specific class designated as a capstone course. Instead, HIST 3513 Historiography and Historical Methods is used in lieu of a capstone course for History majors; this course is required of all majors and is taken once a student reaches junior standing and has completed all general education courses in history. In this course students are specifically trained in the skills and cognitive approach necessary for critical thinking and problem solving. This is done by introducing students to the nature of historical research and teaching them how to conceive of, organize, and execute a historical research project. To complete the course satisfactorily, the student is required to demonstrate these skills by producing a research project identical to those found in capstone courses.

Students will use the skills they acquire to write better papers for presentation and publication. This productivity almost invariably has led to student research papers worthy of submission to meetings and conferences for presentation to scholars in the field. Although the UAM History program has only undergraduate students, these students have presented on panels that have included graduate students and have attracted the attention of faculty members from institutions that offer graduate study, including the University of Arkansas at Fayetteville, the University of Central Arkansas, and Arkansas Tech University. Often these papers are used as writing samples for students who plan to pursue graduate study, and acceptance rates for History majors entering graduate programs have been strong (see subsection 5 below).

3. Provide information on how teaching is evaluated, the use of student evaluations, and how the results have affected the curriculum.

Student evaluation of teaching is conducted through the Blackboard shell that is created for each course. The students complete the survey online and outside of class; participation is voluntary. The survey consists of five basic questions, with an opportunity to include individual written comments at the end of the survey. In the survey, students react to statements choosing options from Strongly Disagree (1) to Strongly Agree (5). The data from these surveys indicate a high degree of satisfaction with the curriculum. The survey statements used in evaluations for the last four semesters are tabulated below.

Aggregated Student Evaluation Statements: History				
	Mean	Mean	Mean	Mean
	Fall 21	Spring 22	Fall 22	Spring 23
I have more knowledge and a deeper	4.55	4.07	4.45	4.23
understanding of the subject matter as a				
result of this course.				
The instructor is willing to help the students	4.58	4.19	4.55	4.28
learn.				
The instructor shows interest in and	4.74	4.59	4.80	4.46
knowledge of the subject.				
The instructor demonstrates effective oral	4.46	4.07	4.58	4.26
and written communication skills.				
I would recommend this instructor to other	4.42	3.82	4.43	4.18
students.				

^{*}The mean is from a 5-point scale from 1=Strongly Disagree to 5=Strongly Agree

History faculty are also evaluated through a series of peer evaluations that make up part of the annual faculty evaluation process. (See "Program Faculty," section 3.) These evaluations consist of classroom observation and written comments that are submitted to the Dean of Social and Behavioral Sciences which are then made available to the faculty member for review. Peer reviews are valuable as they contain advice from experienced classroom teachers and do not suffer from the documented tendency of student evaluations to reflect the expected grade of the student reviewer.

4. Provide transfer information for major/declared students including the receiving institutions for transfer and programs of study.

Per the UAM catalogue: "In addition to an application for admission and proof of immunizations, any student who has attended other colleges/ universities must assure that official transcripts of all work attempted from all schools attended be sent from those institutions directly to the UAM Office of Admissions.

"Transfer students must be eligible to return to the institution previously attended. If either the cumulative or previous semester's grade point is less than a 2.00 (on a 4.00 scale), the student will be admitted on Academic probation as described in the Academic Regulations section in this catalog. Transfer students are also subject to the Transfer Policy in the Academic Regulations section."

Incoming transfer students are easily assimilated into the History program if they are transferring from another University in the state of Arkansas. This is partly due to the course compatibility transfer requirements established by the Arkansas legislature.

UAM has so few students who transfer to another institution that data regarding how well-prepared our students are for functioning at the receiving school is essentially non-existent. Very limited anecdotal information, however, suggests that our students are well prepared so that they can assimilate into the new program without any obvious deficiencies.

5. Provide information for program graduates continuing their education by entering graduate school or by performing volunteer service.

The School of Social and Behavioral Sciences regularly sends program graduates to graduate school either in their field of study or law school. SSBS has held informational meetings to help those thinking of going to graduate school better understand the application and selection process, as well as graduate school culture; SSBS plans to continue these meetings to help students better prepare for exams like the GRE and LSAT.

To better prepare History students who will be pursuing careers as teachers, Dr. Day has students in HIST 3593 Arkansas History prepare sample lesson plans and class assignments as part of the course curriculum. These can be used as a foundation for work students will pursue in master's level teaching programs.

The table below lists the History majors who have informed the School of Social and Behavioral Sciences that they have pursued graduate education in the past five years:

Graduated	Graduate School	Degree/Program
2023	UA Little Rock	JD
2022	Delta State University	MSW

2020	UA Little Rock	MA (Public History)
2020	UAM	MAT
2019	UAM	MAT
2019	Louisiana State University	MM (Musicology)
2019	University of Southern	MLIS
	Mississippi	
2019	UAM	MAT
2017	UAM	MAT
2017	UAM	MAT
2018	Mississippi College	JD

6. Provide aggregate results of student/alumni/employer satisfaction surveys.

UAM sends all graduating seniors a survey to solicit feedback on their academic career. Traditionally, the response rate to these surveys has been exceedingly low leading to a consequent inability to generate meaningful statistical data. The charts below summarize the data collected for both History and Political Science majors since the Spring of 2019. The two disciplines have been aggregated due to their related nature, and to give a large enough sample size to provide meaningful data.

UAM Senior Survey Aggregate Results History and Political Science, Spring 2019-Spring 2023				
As a result of your experience at UAM, how much progress do you feel you made in:	None	Little	Some	A lot
Improving your written communication skills.			2	12
Improving your oral communication skills	1		4	9
Improving your ability to think critically		1	3	10
Improving your ability to understand viewpoints, values, or customs different from your own			5	9
Improving your ability to see how your actions affect the local and global communities		2	6	6
Improving your ability to work collaboratively with others	1	3	4	5

N=7 majors in Political Science, 7 majors in History

Although this data should be treated cautiously (as it is likely that only highly motivated or highly disgruntled students would complete such a voluntary survey), it is clear that most History and Political Science students feel that a UAM education has improved their larger skills significantly. In particular, the number of students who felt that their writing and critical thinking skills had been improved demonstrates that UAM is meeting the goals of a traditional liberal arts education.

7. Describe how the program is aligned with the current job market needs of the state or local communities.

While history may not seem directly related to today's job market needs, the degree equips graduates with several transferable skills that are highly sought after by employers and that will prepare students not just for a single job, but for the career a student will pursue over their working life in various industries and professions:

- 1. Critical Thinking: History majors are trained to analyze complex information, synthesize data, and make well-reasoned arguments. This skill is invaluable in various fields, including business, law, and government.
- 2. Research and Writing: History majors are adept at conducting thorough research and presenting their findings in a clear and organized manner. These skills are essential in roles that require data analysis, report writing, and content creation.
- 3. Communication Skills: History majors develop strong written and verbal communication skills, which are essential for effective teamwork, client interactions, and public relations roles
- 4. Cultural Awareness: Understanding historical events and different cultures is advantageous in industries that require intercultural competence, such as tourism, education, and international business.
- 5. Adaptability: The ability to interpret and contextualize historical events helps graduates adapt to changing environments and to view contemporary issues from all socio-political angles.

The chart below is drawn on data from the Projections Managing Partnership (funded by the US Department of Labor); it indicates wages and projected job growth in several job categories that students with History degrees typically enter. Average job growth rate across all sectors is 4-7%.

Job Classification	Arkansas Average Annual Job Openings	Arkansas Projected Job Openings, 2020-2030	Arkansas Job Growth Percentage, 2020-2030	Arkansas Average Annual Wage
Archivists	10	70	16.7%	\$58,640
Data & Management Analysts	780	7,970	17%	\$95,290
Museum Technicians & Curators	10	1,800	42.9%	\$47,270
Lawyers	220	4,080	8.8%	\$135,740
Library Technicians	90	10,700	1.6%	\$37,600
Recreation Workers	320	2,060	15.1%	\$31,680
Secondary Education	880	12,140	8.9%	\$62,360

In short, students with a History degree will be highly employable over the next decade—especially given that their skills will also allow them to easily transfer between jobs and career fields.

8. Provide job placement information for program graduates including the number of graduates placed in jobs related to the field of study.

History graduates over the past several years have followed all the major paths to post-baccalaureate engagement. Of those who did not proceed to graduate school for advanced degrees, we have had students employed in each of the areas for which they are most prepared including: education, government service and politics, non-governmental (especially charitable) organizations, private-sector positions requiring leadership and decision-making skills and military service. History graduates have also pursued successful careers in public service, private enterprise, investment banking, management, and public administration, with some even developing successful small businesses.

Exit surveys with job placement information are being developed by the School of Social and Behavioral Sciences, which will provide more information in the future about graduate placement.

Program Effectiveness (Strengths, Opportunities)

1. List the strengths of the program.

The greatest strength of the History program is its faculty. UAM has managed to recruit faculty from top-ranked graduate schools including the University of Missouri, the University of Akron, the University of Texas at Austin, and the University of California at San Diego. The faculty has continued to develop their individual research interests and writing; all have managed to publish their research in national venues and pursue significant public history projects while maintaining a full-time teaching load. Drs. Day, Henris, and Young have regularly been awarded UAM Faculty Research Grants to support their work. Drs. Day and Young have published well-reviewed monographs with well-regarded university presses. Dr. Silzell was asked to serve on the Arkansas Women's Suffrage Centennial Committee and during 2019-2020 recorded weekly radio spots broadcast across Arkansas on public radio. The School of Social and Behavioral Sciences (SSBS) and UAM have also been able to support faculty travel to present research at regional, national, and even international conferences.

History faculty are also highly engaged in teaching, the core mission of the university. While History remains a very traditional discipline in terms of pedagogy, UAM faculty have innovated in course delivery, especially in the wake of the Covid-19 pandemic: all survey courses are now offered online, and Dr. Henris recently experimented with an accelerated 8-week section of American History I. Mr. Everett will offer an evening section of American History in Spring 2024. Dr. Silzell is currently experimenting with a "split-level" course that can be taken either as a general education elective or an upper-division major course: the class meets as a whole and uses the same course materials, but students are given different assessments and assignments based on whether they are earning lower- or upper-division credit. All faculty use significant amounts of audio-visual media in their classrooms and for online or out-of-classroom learning.

History majors also benefit from several significant experiences outside the classroom. The Phi Alpha Theta honor society has traditionally been one of the most active academic honor societies on campus; the annual Arkansas regional meeting has been a venue for our most advanced students to present their research to an audience of peers and academics. Phi Alpha Theta and its auxiliary organization, the History Club, have also been able to sponsor trips and movie nights. History majors also benefit from high quality academic advising. As a cohort, students has the highest number of students graduating at 120 hours of any major in SSBS. History students are also regularly accepted to the UAM MAT Program and have also attended graduate school at institutions like Arkansas State University, the University of Mississippi, and the University of Texas at Arlington.

Finally, the promotion of Dr. Young to the position of Dean of SSBS has been something of a mixed blessing for the program. On the one hand, having an administrative head who is supportive of history is a benefit to navigating through some of the choppy academic waters outlined below; however, it has also removed a talented teacher—recipient of UAM's highest honor, the Hornaday Outstanding Faculty Award—from the classroom and significantly reduced his ability to pursue nationally recognized research that raises UAM's public profile.

2. List the areas of the program most in need of improvement.

The most pressing need of the History program is to improve recruitment of majors. Traditionally, History recruited most of their majors out of general education courses, as the average UAM student does not attend university to earn a liberal arts degree. Decreasing enrollment of first-time freshmen has reduced the number of students taking face-to-face history courses. Increased demand for online coursework has also damaged History's recruitment efforts; it is very difficult for online courses to develop the serendipitous moments and meaningful discussions that lead students to want to study History. Finally, the current sociopolitical climate in Arkansas and in the United State generally makes it very difficult to recruit students into a field that is primarily viewed (rightly or wrongly) as a feeder for jobs like teachers and librarians, who have inadvertently found themselves on the front lines of the culture wars.

The UAM History faculty also report feeling underprepared to engage in online and hybrid-online education. While each faculty member teaches at least one online section per semester, faculty do not feel adequately trained to teach online and are still reliant upon pedagogy that was developed for face-to-face classes. While virtually *all* History majors in the last several years prefer face-to-face instruction, faculty would like to develop their skills to better reach students in online general education courses. While UAM does offer plenty of workshops on instructional technology, to date none of these has addressed actual pedagogical issues.

No matter the metric chosen, History faculty are drastically underpaid compared to peers across Arkansas or across the country. According to the *Chronicle of Higher Education*, in 2022 UAM had the lowest average pay for associate professors (in all disciplines) in the state of Arkansas: \$55,859. The base salary of the highest paid professor-rank faculty in History is only barely higher than this institutional average for a lower faculty rank. The statewide average salary of an associate professor is \$77,388.

Looking at data from the 2019-20 academic year from the College and University Professional Association for Human Resources, the average salary of an associate History professor at a Baccalaureate university in the United States was \$65,579. Even accounting for the slightly lower cost of living in Arkansas, UAM's associate rank professors are underpaid by approximately \$20,000. Should the university need to hire new tenure-track faculty in the future, this will make recruitment extremely difficult; nor does this incentivize current faculty to make long-term plans to stay at the institution.

3. List the program improvements accomplished over the past two years.

Following an involuntary hiatus imposed by the Covid-19 pandemic, faculty and students have revitalized the Phi Alpha Theta honor society. Students held the first post-pandemic in-person induction in the Spring of 2023 at the Monticello Public Library in order make participation for family and friends easier than an on-campus ceremony. Phi Alpha Theta has also begun to participate in the Arkansas regional conference of the society and took students on a day-long expedition to the National Military Park at Vicksburg. Members of Phi Alpha Theta have also

established an auxiliary History Club that will allow non-honors students to participate in some activities (like the Vicksburg trip or History Movie Night) as well as serving as a potential recruiting tool for non-majors.

During the summer of 2022, UAM Information Technology replaced all classroom computers in the Memorial Classroom Building with wall-mounted mini-computers as part of a general technology upgrade. At the same time, classrooms were outfitted with 70-inch high-definition television displays which have higher quality images and are easier to maintain than the AV projectors and screens previously used. (Digital laser projectors were kept in the three largest lecture halls, which need larger-sized displays.)

The classroom furniture in the MCB mostly consists of individual student desks that were presumably designed for secondary schools; they do not seat adults comfortably. The SSBS Dean has identified a long-term plan to replace these desks with college-appropriate tables and chairs, creating more flexible classroom spaces that are more conducive to student learning and success. In the fall of 2022, SSBS was able to outfit MCB 306 with new furniture and use existing tables and chairs to re-outfit MCB 218 and 318 (which are used by History and Political Science as seminar rooms), thus gaining three newly furnished spaces for the price of one. During the summer of 2023, the unit was allocated funds to refurbish MCB 204 and 226; the latter room is used almost exclusively by History classes.

4. Describe planned program improvements, including a timetable and the estimated costs. *Identify program improvement priorities.*

Given that both History and Political Science are facing viability issues that will continue to be a problem for the foreseeable future, faculty have decided to merge the two programs into a combined major. Our current projections are that a combined History and Political Science degree will have a sufficient number of majors to exceed ADHE viability metrics for the foreseeable future. While this might seem to be primarily a defensive strategy, a combined major provides many advantages for future students: by taking classes from two different disciplines, students will learn complementary skills that they can take into the job market. (For example, History students are often weaker in theoretical thinking than their compatriots in Political Science; the merger will help to rectify that.) A combined major also provides greater opportunities for Internships as students can now more easily work across fields, as well as more effectively prepare potential teachers for social science Praxis exams since they will be working with a broader range of ideas. The programs will be evaluated through qualitative measures such as research portfolio evaluations, feedback on presentations at conferences, and the like (as is standard in the historical field). The revised major has no new projected costs. The History and Political Science faculty will present their new program to the Dean of SSBS no later than 1 December 2023; it will go through Curriculum & Standards approval during Spring of 2024 with a projected implementation date of 1 July 2024.

In addition to a merged major, History majors will also benefit from the creation of a new Social Science Research Methods course that is being developed by a School of Social and Behavioral Sciences committee. This course will replace the multiple research methods courses offered in the School of Social and Behavioral Sciences. All students will be given a grounding in social

science research and exposed to how research works in multiple disciplines; the course will then have discipline specific course materials, project instructions, and rubrics to ensure all students are being trained according to best practices in their fields. By giving students broader exposure to general research, they will be better prepared for the various types of projects they will need in the workforce. History students, in particular, will be given an introduction and brief overview of statistical analysis that they do not currently receive. The creation of this course will cost \$1,500 in incentive pay for faculty members to develop discipline-specific materials; \$300 of that cost will be towards History materials. The committee developing the course will present a syllabus to the Dean of SSBS no later than 15 November 2023; it will go through Curriculum & Standards approval during Spring of 2024 with a projected implementation date of 1 July 2024.

The Dean of SSBS will continue the long-term project of requesting one-time budget allocations to outfit the remaining 2nd and 3rd floor classrooms of the MCB with new furniture. This furniture will match the new tables and chairs purchased over the last two years. There are five rooms remaining: three large lecture rooms seating approximately 50 students and two medium classrooms that seat 25-30 students. The Dean anticipates this taking 2-3 successful budget cycles to accomplish at a cost of approximately \$90,000. While this is expensive, it will benefit all SSBS programs, not just History.

Finally, the Dean of SSBS is working on a plan to outfit an unused faculty office as a virtual teaching space where faculty (or students working under faculty supervision) can record audio and video lectures for online coursework, edit recordings or videos, teach fully synchronous class sessions requiring whiteboards or large displays, and do other tech-intensive work unsuited to faculty office space. This will involve outfitting the office with editing software, high quality cameras and microphones, a green screen, a whiteboard, and other equipment. We hope to accomplish this in the next 18 months at a cost of approximately \$3,000. Again, this will benefit not only History, but all SSBS programs.

Institutional Review Team

Dr. John Kyle Day, History

Dr. John Henris (Chair), History

Dr. Shari Silzell, History

Dr. Clinton D. Young, Dean of Social and Behavioral Sciences

APPENDICES

to the

HISTORY

Program Review

University of Arkansas at Monticello

School of Social and Behavioral Sciences

2023-2024

TABLE OF CONTENTS

Appendix A: General Education Requirements	1
Appendix B: Syllabi	4
HIST 1013 World History to 1500	5
HIST 1023 World History Since 1500	14
HIST 1023 World History Since 1500 (Online)	18
HIST 2213 American History I	22
HIST 2223 American History II	25
HIST 3003 Native American History	29
HIST 3404 The Emergence of Modern Europe	36
HIST 3503 The Medieval Middle East	44
HIST 3523 Modern Europe	52
HIST 3573 Colonial America	62
HIST 3583 Latin America	70
HIST 3593 Arkansas History	74
HIST 3633 American South	85
HIST 3643 Medieval Age	90
HIST 3703 Modern Middle East	97
HIST 3713 The Hispanic World Since 1800	106
HIST 4013 History of European Popular Culture	114
HIST 4023 American Environmental History	122
HIST 4043 Crusades	126
HIST 4543 American West	140
HIST 4603 Modern America, 1900-1945	
HIST 4653 American Civil War & Reconstruction	150
Appendix C: Faculty Vitae	158
Day, John K	159
Everett, Walter	
Henris, John	173
Silzell, Sharon	
Young, Clinton D.	
Appendix D: UAM Institutional Learning Outcomes	195

APPENDIX A

UAM General Education Requirements

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 Hours):

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

Communication (3 Hours): Choose one of the following:

COMM 1023 Public Speaking (ACTS Equivalent # SPCH 1003) COMM 2283 Business & Professional Speech COMM 2203 Interpersonal Communication NRM 2062 Natural Resources Communication

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

ART 1053 Art Appreciation (ACTS Equivalent # ART 1003) FA 1013 Fine Arts Appreciation FA 1023 Film Appreciation MUS 1113 Music Appreciation (ACTS Equivalent # MUS 1003)

Humanities (3 Hours):

Any literature courses. Any philosophy courses. Any foreign language courses.

Mathematics (3 Hours):

Any MATH 1000-level or above course

Social Sciences (9 hours):

Choose one of the following (3 hours):

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

Choose two courses from two different disciplines from the following (6 hours):

ANTH 2203 Cultural Anthropology (ACTS Equivalent # ANTH 2013)

ANTH 2213 North American Indians

ANTH 2223 World Prehistory

ANTH 2233 Arkansas Regional Archeology

ANTH 2243 Sex, Gender, and Culture

ANTH 2253 Introduction to Archeology

CJ 1013 Introduction to Criminal Justice (ACTS Equivalent # CRJU 1023)

CJ 2293 Law and Society

ECON 2203Principles of Macroeconomics (ACTS Equivalent # ECON 2103)

ECON 2213 Principles of Microeconomics (ACTS Equivalent # ECON 2203)

GEOG 2213 Geography I (ACTS Equivalent # GEOG 1103)

GEOG 2223 Geography II

HIST 1013 World History to 1500 (ACTS Equivalent # HIST 1113)

HIST 1023 World History Since 1500 (ACTS Equivalent # HIST 1123)

PSCI 2223 State and Local Government

PSCI 2233 Comparative Politics

PSCI 2293 Law and Society

PSCI 2353 World Politics

PSY 1013 Introduction to Psychology (ACTS Equivalent # PSYC 1103)

SOC 2213 Introduction to Sociology (ACTS Equivalent # SOCI 1013)

SWK 2123 Introduction to Social Work

Science with labs (8 Credit Hours): Choose two 3-hour lecture courses with associated 1-hour labs or two 4-hour courses with integrated labs from the following disciplines:

- Biological Science
- Earth Science
- Chemistry
- Physics

TOTAL: 35 Hours

Restrictions: The following restrictions apply to the General Education program:

- 1. Courses from the major of a student will be counted toward General Education elective credit only in the Communications, Fine Arts, and the Mathematics categories. When supportive requirements exist for a given major but are drawn from a discipline other than the major, they may be used to meet the general education requirements.
- 2. In addition to the courses in the major curriculum and its supportive requirements, a major may require specific courses within the General Education elective options.

APPENDIX B

Syllabi

UNIVERSITY OF ARKANSAS AT MONTICELLO DEPARTMENT of HISTORY WORLD HISTORY TO 1500 COURSE SYLLABUS Fall 2023 – MWF 9:10 a.m.

Instructor Name: Dr. Sharon Silzell

Instructor Location of Office: MCB 305

Instructor Phone: 870-460-1847

Instructor Email Address: silzell@uamont.edu **Office Hours:** MW 8:00-9:00 and 1:00-2:00

T-TH 11:00-12:00 and 1:00-2:00 F 8:00-9:00 and by appointment

Course Title and Credit Hours: HIST 1013 World History to 1500, 3 credit hours.

Prerequisites: None

Required textbooks, workbooks, supplementary materials:

Wiesner-Hanks, A History of World Societies, Value Edition, Volume 1: To 1600 12th Edition (Bedford/St.

Martins) ISBN: 9781319304065

Eric Jager, The Last Duel: A True Story of Crime, Scandal, and Trial by Combat in Medieval France (Broadway)

ISBN 0767914171

Online bookstore: **UAM Bookstore**

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, grades, class discussions, etc.

Course Description:

Civilization to 1660. This course introduces students to European and world development emphasizing cultural, economic, religious, and political changes, including non-western civilizations.

Student Learning Outcomes:

By the end of the semester, the successful student will have a firm understanding of the historical origins of various societies, western and non-western, many of which still exist today. By the end of the semester, students will also be able to articulate the historical narratives of these societies including the development of government, religion, and culture from the ancient through medieval periods. Additionally, students will understand the importance of the movement of both people and ideas throughout the world and be able to articulate the impact of the flow of both. These outcomes are assessed throughout the semester on exams and written assignments.

This course contributes to the Global Self-Awareness and Cultural Diversity Institutional Learning Outcome.

Course Assignments/Assessments:

"How we know what we know" will be an important theme of this course. Therefore, students will be required to

analyze and evaluate a variety of primary sources, including material and textual artifacts. Primary source activities will be done in small groups during regular class meetings; however, students will sometimes be required to read excerpts from primary documents before coming to class. Students will answer a set of questions about each source, and we will discuss your answers as a class. **There will be questions about primary sources on every exam.**

Students will take four in-class exams, covering class lectures, consisting of short answer and essay questions. Each exam is worth 100 points. There will be no make-up exams without prior consent of the instructor. Only documented medical emergencies and true catastrophic events will warrant consideration on a case-by-case basis. All make-up exams will be administered on the last day of class and students may make up only one exam. Your exams must be written in a Blue Book, so when you buy your first one, buy four.

Additionally, students will take 6 in-class short quizzes covering material in the textbook only. You may drop one quiz grade. The remaining five quizzes are worth 20 points each. Textbook **quizzes cannot be made up**. All exams and quizzes are closed book.

Students will read *The Last Duel* by Eric Jagger during the semester. There will be two take-home assignments, two quizzes on the content of the book, and two discussion sessions. Each take-home assignment is worth 30 points, each of these quizzes is worth 10 points and your active participation in each discussion is worth 10 points. Active participation means you must contribute to the discussion in a meaningful way. **These assignments must be completed on time and cannot be made up.**

Breakdown of Grades

Exams 100 pts (x 4) = 400 points Textbook Quizzes 20 pts (x 5) = 100 points Last Duel Quizzes 10 pts (x 2) = 20 points Last Duel Worksheets 30 pts (x 2) = 60 points Total points available = 600 points

Special Dates of Concern:

Wednesday 8/16	First day of course
Friday 9/1	Quiz 1 Chapters 2-3
Monday 9/4	Labor Day –No Class
Friday 9/8	Exam 1
Friday 9/15	Quiz Chapters 5-6
Monday 9/26	Quiz Chapters 7-8
Wednesday 10/4	Exam 2
Friday 10/20	Quiz Chapters 9-10
Wednesday 10/25	Last day to drop class with grade "W"
Friday 10/27	Last Duel Part 1 Quiz and Discussion
Friday 11/3	Exam 3
Friday 11/10	Quiz Chapters 13-14
Monday 11/13	Last Duel Part 2 Quiz and Discussion
Monday 11/27	Quiz Chapters 15-16
Friday 12/1	Exam Make Up
Wednesday 12/6	Final Exam 10:30-12:30

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such an arrangement should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Course-specific Attendance Policy/Participation Requirements:

CLASSROOM POLICIES

- I record attendance for administrative purposes only, but **students are responsible for all information presented during class.**
- Please be sure that cell phones are silenced and put away during class.
- Headphones/ear buds of any kind are not allowed in class.
- If you plan to attend class, please come to class on time.
- You may use your laptop during class only for taking notes. If misuse of technology becomes an issue, such as being on the internet, checking email during class, or texting, then the entire class will forfeit the privilege of using technology while class is in session.
- Please be courteous and respectful to other students who are expressing opinions or asking questions.

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert. Regardless of the reasons for a student's lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Work Required:

Academic Engagement:

Attending Classes: 45 Hours

Preparation:

Reading: 30 Hours

Studying for quizzes and exams: 60 Hours

Overall Total Obligation: 135 Hours

Explanation of Grading Policy:

Grading Scale:

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F= 59 and below

Academic Alert System

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. Students who are academically struggling, have a high absenteeism, are exhibiting disruptive behavior or are having difficulty adjusting to campus life will be reported to the Office of Academic Affairs through the Academic Alert system.

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 in 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: I will report all instances of academic dishonesty to the university authorities and will impose the severest penalties allowed by the university, which can range from failing the course to expulsion from the university. All instances, without exception, will result, in the very least, a grade of zero on the assignment or exam.

Course Schedule

Week 1 Early Human Society – Chapter 1 World Societies

Aug. 16 Class introduction

Aug. 18 Early Human Society

Week 2 Societies Organize – Chapter 2 World Societies

Aug. 21 Babylon

Aug. 23 Egypt

Aug. 25 Primary Source Exercise

Week 3 India to 185 BCE- Chapter 3 World Societies

Aug. 28 "India" and the Beginning of Indian Civilization

Aug. 30 New Religions

Sep. 1 Quiz (Ch. 2-3) and Primary Source Exercise

Week 4 India Continued

Sep. 4 Labor Day No Class

Sep. 6 Exam Review

Sep. 8 Exam

Week 5 Greek Civilization – Chapter 5 World Societies

Sep. 11 Sparta

Sep. 13 Athens

Sep. 15 Religion, Art, and Theatre and Quiz (Ch. 5-6)

Week 6 Rome and Empire – Chapter 6 World Societies

Sep. 18 The Meaning of Rome

Sep. 20 Republic to Empire

Sep. 22 The Rise of Christianity

Week 7 Empires Continue – Chapter 7-8 World Societies

Sep. 25 Quiz (Ch. 7-8) and Primary Source Exercise

Sep. 27 Byzantine Empire

Sep. 29 Sasanian Empire and Primary Source Exercise

Week 8 East and West – Chapter 8 World Societies

Oct. 2 Exam Review

Oct. 4 Exam

Oct. 6 No Class

Week 9 The Islamic World – Chapter 9 World Societies

Oct. 9 Mecca and Medina

Oct. 11 The Caliphate and Islam

Oct. 13 Beyond Aladdin

Week 10 African Kingdoms – Chapter 10 World Societies

Oct. 16 Continuity and Change in Africa

Oct. 18 Christianity and Islam in Africa

Oct. 20 Quiz (9-10) and Primary Source Exercise

Week 11 The Americas – Chapter 11 Word Societies

Oct. 23 The Aztec

Oct. 25 The Pueblo Peoples

Oct. 27 The Last Duel (to page 126) Quiz and Discussion

Week 12 Asia and the Mongols – Chapters 12 & 13 World Societies

Oct. 30 The Mongols

Nov. 1 Exam Review

Nov. 3 Exam

Week 13 Europe in the Middle Ages - Chapter 14 World Societies

Nov. 6 State and Society

Nov. 8 The Crusades

Nov. 10 The Crusades Quiz (Ch. 13-14) and Primary Source Exercise

Week 14 Renaissance and Reformation – Chapter 15 World Societies

Nov. 13 The Last Duel (pg. 129 to end) Quiz and Discussion

Nov. 15 Renaissance

Nov. 17 Reformation

Week 15 Fall Break

Week 16 Commerce, Contact, and Conquest – Chapter 16 World Societies

Nov. 27 Quiz (Ch. 15-16) Primary Source Exercise

Nov. 29 Exam Review

Dec. 1 Make-up Exams

Final Exam: Wednesday, December 6, 10:30-12:30

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 in 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.

UNIVERSITY OF ARKANSAS AT MONTICELLO SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES HIST 1023 COURSE SYLLABUS

Spring 2023 - TH 9.40-11.00AM

Instructor Name: Dr. Clinton D. Young

Instructor Location of Office: MCB 225

Instructor Phone: 870 460 1147

Instructor Email Address: young@uamont.edu

Office Hours: Monday through Friday, 8.00AM-9.30AM or by appointment

Course Title and Credit Hours: HIST 1023 (ACTS Equivalent #1123) World History Since 1500,

3.0 credit hours

Co-requisites: ENGL 1013

Required textbooks, workbooks, supplementary materials:

♦ Ann Kordas, et. al., *World History, Volume 2: From 1400* (OpenStax: ISBN 978-951693-62-2). This is a free, open electronic resource. The weekly readings will be linked through Blackboard; you may also download a free PDF version at https://openstax.org/details/books/world-history-volume-2.

Further supplementary readings will be available through the Blackboard course shell.

Blackboard Supplemental Student Success Support: This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc. Prepare for unexpected computer problems and emergencies.

Understand that problems and glitches do occur in online learning as they do in any learning environment; have a back-up plan such as using the computers at a local library for submitting assignments and taking tests in case your computer crashes or your Internet service is interrupted.

NOTE: Computer and/or internet problems will not be considered an acceptable excuse for not completing coursework. This is doubly the case for students who wait until the last minute to complete their work.

Course Description: European and world development since 1500 to present, emphasizing cultural, economic, religious, and political changes. Non-western societies are included.

Student Learning Outcomes: After successfully completing this course, students who have done all the work should be able to:

- Use historical causation to explain events, including current events.
- Distinguish between primary and secondary historical sources.
- ♦ Demonstrate knowledge about the historical development of political ideologies, social movements, and cultural achievements.
- ♦ Describe the differences between historical cultures as a part of understanding the cultural diversity of the human experience.

These outcomes will be continually covered in all course content and continually assessed on all assignments/assessments.

Course Assignments/Assessments: This course has assignments totaling 850 points.

• Syllabus & Plagiarism Quizzes: 10 points each, 20 points total

♦ Map Quiz: 25 points

Weekly Progress Activity: 25 points each, 350 points total
Three Midterm Exams: 100 points each, 300 points total

♦ Final Exam: 105 points

♦ Class Participation and Professionalism: 50 points

The weekly Progress Activity will be done online through Blackboard, and will be a mix of quizzes and short writing assignments. Progress Activities are due each week on Friday by 4.30PM. All exams will be taken in-class, and will be a mixture of multiple-choice and essay. The final exam will have a comprehensive component.

Special Dates of Concern:

Last date to add/drop classes: 13 January
Last date to withdraw from classes: 29 March

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Course-specific Attendance Policy/Participation Requirements: While I take attendance, it is not considered an official part of your grade. However, as this class is a core survey class, attendance will be vital to your success. Students who are habitually absent will not succeed in this course, since any absence reduces your ability to effectively comprehend lecture material. This includes excused absences, including those for university-sponsored activities; if you know you will have more than this number of excused absences, consult the instructor as soon as possible. Students who sleep in class, use their cell phones in class, or are otherwise mentally absent will not be counted as present.

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.

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.

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Work Required:

Academic Engagement:

Attend class, including final exam: 45 hours Take weekly online assessments: 10 hours

Preparation:

Read required materials for class: 50 hours Review notes and study for tests: 30 hours

Overall Total Obligation: 135 hours

Explanation of Late Grading Policy:

All Progress Activities must be completed on time. As all assignments will be open for at least a week ahead of time, *there will be no extensions granted and no late work will be accepted*. If you have an extreme emergency that you believe merits an exception to this policy, please contact the instructor as soon as possible. Appropriate documentation will be required.

The midterm and final exams will be a combination of multiple choice and essay questions, taken in class. If you miss an exam with an unexcused absence, that exam grade will be replaced by the grade on the comprehensive essay from the final exam. If you miss an exam with an excused absence, you may either use that policy or request a make-up exam. Make-up exams will be all essay or in other alternate formats.

Part of your grade is based on participation and professionalism: being a college student is the equivalent of a job, and you are expected to conduct yourself in a professional manner. 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, failing to participate in class discussions, inappropriate use of computers in class, improperly written e-mail messages, *any* inappropriate use of a cell phone in class (including texting and the use of social media), 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.

Grading Scale:

A = 100% - 90%

B = 89% - 80%

C = 79% - 70%

D = 69% - 60%

F = 59% and below

Academic Code Violations (UAM Catalogue, Page 53): Cheating, which includes plagiarism, is a serious academic violation and involves a student obtaining a test, essay, research paper, presentation, project, quiz, or other course assignment or requirement with the intention of presenting it to the course instructor as one's own work. Plagiarism is any instance in which a student uses the words and/or the ideas of another without proper documentation of the source for those words and/or ideas. These violations are adjudicated through the academic violation process below:

- 1. An instructor who suspects that a student is guilty of cheating within the instructor's class must inform the student of this suspicion, present evidence of the violation, and provide the student with an opportunity to respond to the accusation.
- 2. An instructor who believes a student is guilty of cheating within the instructor's class may take any of the following actions: 1) issue a warning to the student; 2) lower the grade awarded to the student for the test or assignment; 3) require the student to retake the test or to re-do the assignment; 4) award no credit for the test or assignment; 5) withdraw the student from the course; 6) award the student a failing grade for the course.
- 3. A student who receives any of the above actions and who believes the action is unjust may appeal the instructor's decision as addressed in the academic appeals process. The student must initiate this process within ten class days of receiving written or oral notice of the action.

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.

Course Schedule and Calendar: Each week's readings are located within Blackboard. Please plan your week so that all course readings and materials will be completed before you arrive in class on Friday, unless you are instructed to have a certain reading completed by a certain day. A more detailed schedule of readings may also be posted in Blackboard.

12 January: Introductory

17-19 January: Encountering America and the Atlantic Economy

17 January at 4.30PM: Syllabus and Plagiarism Quiz Due

20 January at 4.30PM: Week 1 Progress Activity Due; Map Quiz Due

24-26 January: Government Centralization in the Seventeenth Century

27 January at 4.30PM: Week 2 Progress Activity Due

31 January-02 February: The Enlightenment and the Gunpowder Empires

03 February at 4.30PM: Week 3 Progress Activity Due

07-09 February: The Atlantic Revolutions **07 February, in class: Midterm Exam I**

10 February at 4.30PM: Week 4 Progress Activity Due

14-16 February: The Industrial Revolution and Nationalism

17 February at 4.30PM: Week 5 Progress Activity Due

21-23 February: European Imperialism

24 February at 4.30PM: Week 6 Progress Activity Due

28 February-02 March: Economic Imperialism and Resistance to European Imperialism

03 March at 4.30PM: Week 7 Progress Activity Due

07-09 March: World War I and the Age of Anxiety

07 March, in class: Midterm Exam II

10 March at 4.30PM: Week 8 Progress Activity Due

14-16 March: Communism and Fascism

17 March at 4.30PM: Week 9 Progress Activity Due

21-23 March: Spring Break. No Classes

28-30 March: World War II and the Logic of Totalitarianism

31 March at 4.30PM: Week 10 Progress Activity Due

04-06 April: Reconstructing Democracy in Postwar Europe

04 April, in class: Midterm Exam III

07 April at 4.30PM: Week 11 Progress Activity Due

11-13 April: Decolonization and Neo-Imperialism

14 April at 4.30PM: Week 12 Progress Activity Due

18-20 April: The Impact of a Bipolar World

21 April at 4.30PM: Week 13 Progress Activity Due

25-27 April: Challenges to Liberal Democracy in the Late 20th Century

28 April at 4.30PM: Week 14 Progress Activity Due

Monday 08 May, 8.00-10.00AM: Final Exam

UNIVERSITY OF ARKANSAS AT MONTICELLO SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES HIST 1023 ONLINE COURSE SYLLABUS Fall 2022

Instructor Name: Dr. Clinton D. Young

Instructor Phone: 870 460 1147

Instructor Email Address: young@uamont.edu

Office Hours: Mondays through Fridays, 8.00AM-9.00AM and by appointment in MCB 225.

Virtual Hours: The instructor will answer phone calls and return e-mails as soon as possible, Mondays through Fridays 8.00AM-4.30PM. Video conferencing via Zoom is available by appointment.

Course Title and Credit Hours: HIST 1023 (ACTS Equivalent #1123) World History Since 1500, 3.0 credit hours

Co-requisites: ENGL 1013. As this course does involve significant amounts of reading and writing, students currently enrolled in ENGL 100 (Composition Lab) should consult with the instructor to determine if they have the necessary skills to do well in this course.

Required textbooks, workbooks, supplementary materials: All required reading and supplementary materials will be available through the Blackboard course shell.

Course Description: European and world development since 1500 to present, emphasizing cultural, economic, religious, and political changes. Non-western societies are included.

Student Learning Outcomes: After successfully completing this course, students who have done all the work should be able to:

- Use historical causation to explain events, including current events.
- Distinguish between primary and secondary historical sources.
- ♦ Demonstrate knowledge about the historical development of political ideologies, social movements, and cultural achievements.
- ♦ Describe the differences between historical cultures as a part of understanding the cultural diversity of the human experience.

These outcomes will be continually covered in all course content and continually assessed on all assignments/assessments.

Course Assignments/Assessments: This course has assignments totaling 920 points. Your final grade will be assigned out of 900 points, so this course already has 20 points extra credit built in.

- Syllabus & Plagiarism Quizzes: 10 points each, 20 points total
- ♦ Map Quiz: 25 points
- ♦ Welcome Module Discussion: 25 points
- Weekly Module Assessments: 25 points each, 350 points total
- Weekly Writing Assignments: 25 points each, 350 points total
- ♦ Final Exam: 150 points

Discussion Board Assignments and Grading: This course will use the Discussion Boards once per unit as part of the Weekly Writing Assessments. You will be responsible for a 250 word initial post

and two 50 words response posts on a topic that relates what you have learned in the course to the present day. Specific guidelines and the grading rubric will be posted in Blackboard.

Special Dates of Concern:

Last date to add/drop classes: 19 August Last date to withdraw from classes: 26 October

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Feedback Schedule: Students can expect a response to an e-mail to the instructor within 24 hours Monday through Friday. No e-mails will be answered after 4 PM on Friday until the following Monday. Discussion posts will not be graded until each discussion closes.

Method of Delivering Assignments: All written submissions to Blackboard must be titled with your last name and assignment (e.g. Smith Film Worksheet 1) and submitted to Blackboard; assignments emailed to the instructor will not be accepted. Be sure to have anti-virus software installed on your computer and update it regularly. Assignments must be formatted in Time New Roman 12 pt. font. Failure to follow formatting guidelines will result in a 5 point penalty. Assignments must be submitted by the due date in either MS Word (.docx) or as a PDF file (.pdf); assignments submitted in other formats will not be graded.

Work Required:

Academic Engagement:

Participate in online assignments: 15 hours

Take assessments: 20 hours

Preparation:

Read required materials for class: 50 hours

Prepare papers, projects and other assignments: 30 hours

Review notes and study for test: 20 hours

Overall Total Obligation: 135 hours

Explanation of Grading Policy: All assignments and assessments must be completed on time. As all assignments will be open for at least a week ahead of time, *there will be no extensions granted and no late work will be accepted.* If you have an extreme emergency that you believe merits an exception to this policy, please contact the instructor as soon as possible. Appropriate documentation will be required.

Emergency/Interruption in Computer Service Policy: Prepare for unexpected computer problems and emergencies. Understand that problems and glitches do occur in online learning as they do in any learning environment; have a back-up plan such as using the computers at a local library for submitting assignments and taking tests in case your computer crashes or your Internet service is interrupted.

Computer and/or internet problems will not be considered an acceptable excuse for not completing online work. This is doubly the case for students who wait until the last minute to complete their work.

Grading Scale:

A = 100% - 90%

B = 89% - 80%

C = 79% - 70%

D = 69% - 60%

F = 59% and below

Academic Code Violations (UAM Catalogue, Page 53): Cheating, which includes plagiarism, is a serious academic violation and involves a student obtaining a test, essay, research paper, presentation, project, quiz, or other course assignment or requirement with the intention of presenting it to the course instructor as one's own work. Plagiarism is any instance in which a student uses the words and/or the ideas of another without proper documentation of the source for those words and/or ideas. These violations are adjudicated through the academic violation process below:

- 1. An instructor who suspects that a student is guilty of cheating within the instructor's class must inform the student of this suspicion, present evidence of the violation, and provide the student with an opportunity to respond to the accusation.
- 2. An instructor who believes a student is guilty of cheating within the instructor's class may take any of the following actions: 1) issue a warning to the student; 2) lower the grade awarded to the student for the test or assignment; 3) require the student to retake the test or to re-do the assignment; 4) award no credit for the test or assignment; 5) withdraw the student from the course; 6) award the student a failing grade for the course.
- 3. A student who receives any of the above actions and who believes the action is unjust may appeal the instructor's decision as addressed in the academic appeals process. The student must initiate this process within ten class days of receiving written or oral notice of the action.

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.

Course Schedule and Calendar: Unless otherwise announced, each week's module will be open at 12.30AM on Monday morning. All assessments and assignments will be due no later than 11.30PM the following Sunday. (The exception is the Final Exam, which will be due Wednesday of Finals Week at 11.30PM.) Please plan your week accordingly so that all assignments are completed on time.

- 17-21 August: Welcome Module
- 21 August at 11.30PM: Syllabus and Plagiarism Quizzes Due; Welcome Module Discussion Due 22-28 August: Encountering America and the Atlantic Economy
- 28 August at 11.30PM: Week 1 Writing Assignment and Module Assessment Due; Map Quiz Due 29 August-4 September: Government Centralization in the Seventeenth Century
- 4 September at 11.30PM: Week 2 Writing Assignment and Module Assessment Due 5-11 September: The Enlightenment and the Gunpowder Empires
- 11 September at 11.30PM: Week 3 Writing Assignment and Module Assessment Due 12-18 September: The Atlantic Revolutions
- 18 September at 11.30PM: Week 4 Writing Assignment and Module Assessment Due 19-25 September: The Industrial Revolution and Nationalism
- 25 September at 11.30PM: Week 5 Writing Assignment and Module Assessment Due 26-2 October: European Imperialism
- 2 October at 11.30PM: Week 6 Writing Assignment and Module Assessment Due 3-9 October: Economic Imperialism and Resistance to European Imperialism
- 9 October at 11.30PM: Week 7 Writing Assignment and Module Assessment Due 10-16 October: World War I and the Age of Anxiety
- 16 October at 11.30PM: Week 8 Writing Assignment and Module Assessment Due 17-23 October: Communism and Fascism
- 23 October at 11.30PM: Week 9 Writing Assignment and Module Assessment Due 24-30 October: World War II and the Logic of Totalitarianism
- 30 October at 11.30PM: Week 10 Writing Assignment and Module Assessment Due 31 October-6 November: Reconstructing Democracy in Postwar Europe
- 6 November at 11.30PM: Week 11 Writing Assignment and Module Assessment Due 7-13 November: Decolonization and Neo-Imperialism
- 13 November at 11.30PM: Week 12 Writing Assignment and Module Assessment Due 14-20 November: The Impact of a Bipolar World
- 20 November at 11.30PM: Week 13 Writing Assignment and Module Assessment Due 21-27 November: Thanksgiving Break. No Classes.
- 28 November-4 December: Challenges to Liberal Democracy in the Late 20th Century
- 4 December at 11.30PM: Week 14 Writing Assignment and Module Assessment Due

Wednesday 7 December at 11.30PM: Final Exam Due **Note the midweek due date for the final

UNIVERSITY OF ARKANSAS AT MONTICELLO SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES COURSE SYLLABUS

FALL 2023, MWF 9:10-10:00 A.M., MCB 226

Instructor Name: JOHN KYLE DAY, PH.D., PROFESSOR OF HISTORY Instructor Location of Office: MEMORIAL CLASSROOM BUILDING 311

Instructor Phone: 870-460-1887

Instructor Email Address: day@uamont.edu

Office Hours: Monday through Friday: 8:00-9:00 A.M.; 2:00-3:00 P.M. and by appointment. Please note that I have an open-door policy. 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 Title and Credit Hours: HIST 2213-01: American History I, (3 credit hours)

Prerequisites: NONE.

Required textbooks, workbooks, supplementary materials:

1. Wilfred M. McClay, Land of Hope: An Invitation to the Great American Story (Encounter Books, 2020), ISBN: 9781641771399.

Online bookstore: **UAM Bookstore**

Blackboard Supplemental Student Success Support: This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

Course Description: The growth of the United States from the discovery of America through 1876.

Student Learning Outcomes: 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. By successfully completing this course you, the student will:

- develop the ability to assess and think critically about historical issues and about the varied interpretations of those issues Course Readings, Discussions, & Primary Documents
- explain how the past relates to the present Course Readings & Discussions
- improve skills in reading, writing, synthesis, and analysis Course Readings, Primary Documents, & Exams
- gain an understanding of diversity and multi-culturalism All parts of this course as this is an inescapable byproduct of becoming more knowledgeable about our past.
- These outcomes are assessed throughout the semester on exams and written assignments.¹

Course Assignments/Assessments: COURSE ASSIGNMENTS/ASSESSMENTS: Your grade for this course will based upon four examinations, each worth 25 percent of your grade. These examinations will consist of a combination of multiple choice and matching questions, as well as an original essay, 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. The exams will demonstrate your mastery of the course material. You will also need to purchase scantron sheets (form 886-E) and pencils to take each of these exams, which can also be purchased at the UAM Bookstore.

Special Dates of Concern:

August 16-September 11: Introduction, Chapters 1-2

September 13: Test 1

September 15-October 9: Chapters 3-5

October 11: Test 2

October 13-November 6: Chapters 6-8

November 8: Test 3

November 10-December 1: Chapters 9-11

Wednesday, December 6: 10:30 A.M.-12:30 P.M., FINAL EXAMINATION (Chaps. 9-11).

UAM Attendance Policy: Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangement should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the

¹ Professors John Henris and Shari Silzell's syllabi.

absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Midterm Grade Policy: Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Work Required: The student will participate in three 50 minute classes and be involved in at least six hours each week in studying, reviewing notes, reading the texts, and reading other reference sources. Academic Engagement: 45 hours in classroom; Preparation: 90 hours; Overall Total Obligation: 135 hours.

Explanation of Grading Policy: Grade Assignment:

Grading Scale:

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F= 59 and below

UNIVERSITY OF ARKANSAS AT MONTICELLO

School of Social and Behavioral Sciences U.S. II, U.S. History Since 1877, Course Syllabus Autumn 2023– TTH 9:40am – 11:00am MCB 201

Instructor Name: John Henris

Instructor Location of Office: MCB 227

Instructor Phone: 870-460-1163.

Instructor Email Address: henris@uamont.edu

Office Hours: TTH 12:30 & 1:30 & 3:00 – 4:30 (5 Hours Total) MW 1:30 – 4:00 (5 Hours Total)

Course Title and Credit Hours: HIST 2223-01, American History II, 3 Credit Hours

Prerequisites: "NONE."

Required textbooks, workbooks, supplementary materials: Include name of textbook,

author, publisher, edition, and ISBN number.

Free Online Course Textbook, *The American Yawp*: http://www.americanyawp.com/

Online bookstore: **UAM Bookstore**

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

Course Description:

This course is designed to provide a critical understanding of contemporary American societal values through an exploration of the major themes from reconstruction to the present. It serves as an introduction to the study of U.S. history by raising questions about human values, economic growth, institutional changes, cultural development, and political democracy. Throughout the semester race, ethnicity, class, and gender and their relationship to developments will also be considered. By the conclusion of this class students will be able:

Student Learning Outcomes:

By the conclusion of the course you should be able:

- To develop the ability to assess and think critically about historical issues and about the varied interpretations of those issues Course Readings, Discussions, & Primary Documents
- To explain how the past relates to the present Course Readings & Discussions
- To improve skills in reading, writing, synthesis, and analysis Course Readings, Primary Documents, & Exams
- To gain an understanding of diversity and multi-culturalism All parts of this course as this is an inescapable byproduct of becoming more knowledgeable about our past.

Course Assignments/Assessments:

- 100pts Test 1 Thursday 14 September
- 100pts Test 2 Thursday 12 October
- 100pts Test 3 Thursday 2 November
- 100pts Test 4 Finals Week 8:00am Thursday 7 December
- 100pts Weekly Discussions, Attendance, & Quizzes (Two (Midterm & Final 8 Weeks Grades 50pts Each)
- 500pts Course Total

Course Tests – Course Tests will be closed notes and book with the possible exception of one 3x5 notecard and will

consist of essay and/or short answer questions, maps, and multiple-choice questions at the instructor's description and may vary for test to test depending on the material covered. Additionally, tests may include photos, illustrations, or excerpts from primary documents discussed in class or assigned as reading.

Course Attendance – Course attendance will factor into roughly half of each of your two Attendance, Participation, & Quiz grades for this course. You be allotted two missed classes the first half of the semester and two for the second half. Additional absences will result in a half letter grade deduction each from your final Attendance, Participation, and Quiz grade.

Course Quizzes – Quizzes this semester will all be online this semester. I will announce an upcoming quiz in class and after the quiz opens you will have three days to complete the quiz. If you miss class, it is your responsibility to watch Blackboard for any upcoming quiz for that week. I will drop your two lowest quiz grades for each half of the semester and the average of your remaining quizzes will be used – in conjunction with your class attendance – to assign your Attendance, Participation and Quiz grade for each half of the semester (Midterm and final) and each will worth a maximum of 50pts.

Special Dates of Concern:

- Last day to add/drop this class: 19 August

- Last day to withdraw from this class: 26 October

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Course Assignment Make-Up Work Policy: Quizzes cannot be made up, but I will drop tour lowest score on the first six (prior to assigning your midterm quiz score) and your lowest score on your last six (prior to assigning your second quiz score) to account for an occasional low score or missed quiz.

Course tests, with the exception of the final test, may be made up under certain circumstances. There is a single day set aside in the course syllabus (The Friday just prior to Thanksgiving Break) where you may sign up in advance to

make up one single missed test, no questions asked. Please note that you can only make up one single missed exam!

Work Required:

Academic Engagement: (45 Hours)

- Attend Class: 45 Hours
- Take quizzes and exams: 4 Hours

Preparation: (90 Hours)

- Read required materials for class: 45 Hours
- Review notes and study for test: 45 Hours

Overall Total Obligation: 135 Hours

Explanation of Grading Policy:

- Grade Assignment:
 - \circ A 500 450 points
 - \circ B 449 400 points
 - o C 399 350 points
 - \circ D 349 300 points
 - \circ F 299 0 points

US 2 Calendar of Readings & Assignments:

- **Intro Week** 1 (17 August)
 - o Course Introduction
 - 18 August (Friday) Last Day to Drop/Add Courses
- **PART I:** America in the New Century, 1890 1920
 - \circ WK 1 (22 24 August) America at Home and Abroad During the 1890s
 - Read "American Yawp" CH 16, 18, & 19
 - WK 2 (29 31 August) Progressive America
 - Read "American Yawp" CH 20
 - \circ WK 3 & 4 (5 14 September) World War I and its Aftermath
 - Read "American Yawp" CH 21
 - 14 September (Thursday) Test 1
- **PART II:** America During the Interwar Years, 1920 1941
 - WK 5 & 6 (19 28 September) The 1920s
 - Read "American Yawp" CH 22
 - 28 September No Class (2023 NGPH Conference Sioux Falls)
 - \circ WK 7 & 8 (3 12 October) The 1930s
 - Read "American Yawp" CH 23
 - 12 October (Thursday) Test 2
- **PART III:** America in War and Peace, 1940 1960
 - \circ WK 9 (17 19 October) World War II and the Homefront
 - Read "American Yawp" CH 24
 - WK 10 & 11 (24 October 2 November) The Cold War & The 1950s
 - Read "American Yawp" CH 25 & 26
 - 25 October Last Day to Drop Course With a "W"

- 2 November (Thursday) Test 3
- PART IV: Making Modern America, 1960 1992
 - *WK 12 (7 9 November) The 1960s*
 - Read "American Yawp" CH 27
 - WK 13 (14 16 November) The 1970s
 - Read "American Yawp" CH 28
 - 17 November (Friday) Exam Make-Up Day (By Appointment)
 - WK 14 Thanksgiving Break (21 25 November)
 - 21 25 November (Monday Friday) Thanksgiving Break; No Classes
 - WK 15 (27 29 November) The Conservative Turn
 - Read "American Yawp" CH 29
 - WK 16 Finals Week (4 7 December) Finals Week
 - 7 December (Thursday 8:00an) Test 4

UNIVERSITY OF ARKANSAS AT MONTICELLO

School of Social and Behavioral Sciences Native American History

Autumn 2020 – MW MCB 201 1:10 – 2:30 p.m.

Special Note: Due to the 2020 COVID-19 Pandemic masks are expected and required to take this course.

Instructor Name: John Henris

Instructor Location of Office: MCB 200

Instructor Phone: 870-460-1163.

Instructor Email Address: henris@uamont.edu

Office Hours: MW 12:00 – 1:00om, 2:30 – 4:30pm & TTH 3:00 – 4:30pm (or by appointment)

Course Title and Credit Hours: HIST 3003-01, Native American History, 3 Credit Hours

Prerequisites: American History I

Required textbooks, workbooks, supplementary materials: Include name of textbook, author, publisher, edition, and ISBN number.

Miller, Douglas, *Indians on the Move: Native American Mobility and Urbanization in the Twentieth Century*, University of North Carolina Press, 2019.

ISBN-13: 978-14696513-85

Saunt, Claudio, A New Order of Things: Property, Power, and the Transformation of the Creek Indians, 1733 – 1816, Cambridge University Press, 1999.

ISBN-13: 978-0-521-66043-2

Spence, Mark, *Dispossessing the Wilderness: Indian Removal and the Making of the National Parks*, Oxford University Press, 2000.

ISBN-13: 978-0195142433

Shreve, Bradley, *Red Power Rising: The National Indian Youth Council and the Origins of Native Activism*, University of Oklahoma Press, 2011.

ISBN-13: 978-0-8061-4365-1

West Elliot, Contested Plains: Indians, Goldseekers, and the Rush to Colorado, University Press of Kansas. 1998.

ISBN: 0-7006-0891-5

Note: Additional primary source documents and other readings will be made available on the course Blackboard Website.

 $\label{lem:com/uamontstore/shop/textbooks-and-course-materials} \begin{tabular}{ll} $\operatorname{http://www.bkstr.com/uamontstore/shop/textbooks-and-course-materials} \end{tabular}$

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

Course Description:

This course is designed to introduce students to Native American experience in the United States from the American Revolution to the present. Primarily, this course is lecture/discussion oriented since there is vast geographic and temporal coverage in a course such as this. Each student will be expected to participate in weekly discussion utilizing primary, secondary, and lecture materials from this course.

Student Learning Outcomes:

By the conclusion of the course you should be able:

- To develop the ability to assess and think critically about historical issues and about the varied interpretations of those issues
- To explain how the past relates to the present
- To improve skills in reading, writing, synthesis, and analysis
- To gain an understanding of diversity and multi-culturalism

Course Assignments/Assessments:

- 100pts Test 1 16 September
- 100pts Test 2 14 October
- 100pts Test 3 18 November
- 180pts Weekly Readings Quizzes/Assignments & Class Discussions (Average of Each)
- 180pts Native American Blog Project
- 40 Pts Chapter Book Review/Presentation
- Total Course Points: 700
- A 700 630
- B 629 560
- C 559 490
- D 489 420
- F 419 0

(List all assignments including homework, projects, reports, etc. and include due dates. List quizzes, examinations, any graded projects, etc. Specify if quizzes and/or examinations are open or closed book, if test/examination is timed, proctored, or has other special requirements. If a team project is required, it should be mentioned here with details provided below.)

Special Dates of Concern:

- Last day to add/drop this class: 21 August 2020
- Last day to withdraw from this class: 28 October 2020

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement. UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all

absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Course Assignment Overviews:

1: Tests (300pts)

Course tests will be based upon course lectures, discussions, and readings. Test questions will be true/false, multiple choice, short answer, and essay in any combination. I will provided students with an idea of what essay questions might look like a week prior to each test and will also provide a basic study guide. This semester tests may be in class, online, and take-home or each test may comprise some combination of in class, online, or take-home.

2: Weekly Quizzes and Participation (180pts – in 3 60pt Module Grades)

Weekly quizzes and participation can range in a variety of small assignments consisting of blackboard discussion prompts, in class or online quizzes, and in class discussion evaluations. I will average these out after each test and provide an average worth approximately 60pts for each third of the course.

3: The Course Blog Assignment (180pts – in 3 60pt Module Grades)

During the first full week of class students will choose a First Nations people that will be the focus of their blog project over the course of the semester. Each week you will be expected to post connections between your First Nations people and class readings, historical or cultural commentary, and links to articles and current events. You will become one of our class experts on the community you choose to explore this semester. I will provide a sign-up sheet and more information on expectations in a class handout.

Note: More than one student may choose the same First Nations community.

4: Book Chapter Assignment (40pts)

Every student will choose one chapter in the five books for this course and will act as our guide for that chapter during book discussion days over the course of the semester. I will provide a book chapter sign-up

sheet and more information on expectations in a class handout.

Course Plagiarism Policy:

Plagiarism will not be tolerated. For the first offense a student will fail the assignment and be reported to the university at the discretion of the instructor. Multiple acts of plagiarism will result in failing the class regardless of your grade in the course. Plagiarism includes using material (either direct quotation or paraphrasing) from outside the course as your own without providing attribution (citation) or copying incourse material (such as the textbook) and presenting as your own without citation or attribution. Your words must be your own and you must give credit to any direct quotations or sources that you paraphrase from to complete your own work.

Course COVID-19 Mask Policy:

On account of the ongoing pandemic in the United States students will be required to have a mask to attend class this semester. While in class students must maintain social distancing whenever possible and must keep their masks on over the course of the class. Students who do not have mask will be required to find one before they can return to class.

Course Assignment Make-Up Work Policy:

Course quizzes and weekly readings, book discussions, and weekly blog posts cannot be made up; instead, I will simply drop your lowest grade for each assignment grouping (including zeroes for non-attendance or submittal) for weekly quizzes and readings discussions, weekly blog posts, and your score will be based upon the total points from your remaining ten grades in each category. Book Discussions cannot be made up as points can only be awarded by discussing the book in class with fellow students. Course tests, with the exception of the final test, may be made up under certain circumstances and consultation, and agreement with, the instructor.

Work Required:

Academic Engagement: (45 Hours)

- Attend Class: 45 Hours

- Take quizzes and exams: 4 Hours

Preparation: (90 Hours)

Read required materials for class: 45 HoursReview notes and study for test: 45 Hours

Overall Total Obligation: 135 Hours

Technical Support Information:

Blackboard Assistance:

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: http://www.uamont.edu/pages/resources/academic-computing/

Email Assistance:

Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: http://www.uamont.edu/pages/library/

Academic Alert System:

The Academic Alert System is a retention program that puts students in contact with the

appropriate campus resources to assist them in meeting their educational goals at UAM. Students who are academically struggling, have a high absenteeism, are exhibiting disruptive behavior or are having difficulty adjusting to campus life will be reported to the Office of Academic Affairs through the Academic Alert system.

THE CENTER FOR WRITING AND COMMUNICATION

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process.

Fred Taylor Library, Second Floor, (870) 460-1378 http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/

UNIVERSITY TUTORING CENTER

Harris Hall, (870) 460-1454

All students have access to tutoring services on the 2nd floor of Harris Hall.

MATH TUTORIAL LAB

Math and Science Center, 870-460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

STUDENT HANDBOOK

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link:

http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf

UNIVERSITY BEHAVIOR INTERVENTION TEAM

The Behavior Intervention Team (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at

https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id =10 or call 870-460-1454.

In case of emergency please call 911.

Students with Disabilities:

Any student requiring special accommodations should contact the Office of Special Student Services located in Harris Hall Room 124; phone 870 460-1226; TDD 870 460-1626; Fax 870 460-1926; email: whitingm@uamont.edu

WK 1 (19 August) Course Intro Week

- Course Introduction
- 21 August (Friday) Last Day to Drop/Add Courses

WK 2 (24 – 26 August) Native Americans and the Early Republic

- Read WK 2 Native American Historiography Secondary Readings
- Read WK 2 Primary and Secondary Readings

WK 3 (31 August – 2 September) Native Americans, Jefferson's Benevolent Empire, and the War of 1812

- Read WK 3 Primary Documents and Secondary Readings

WK 4 (7 – 9 September) The Age of Jackson & Native American Removal

- Read WK 4 Primary Documents and Secondary Readings
- Book Discussion Saunt, A New Order of Things, 9 September

WK 5 (14 – 16 September) Test **1**

- Test 1 16 September
- Blog Grade 1 20 September
- In Class Participation Grade and Average Quiz Grade 1 20 September

WK 6 (21 – 23 September) Native Americans in the Antebellum West

- Read WK 6 Primary Documents and Secondary Readings
- Book Discussion West, Contested Plains, 30 September

WK 7 (28 – 30 September) Native Americans and the Postbellum West

- Read WK 7 Primary Documents and Secondary Readings

WK 8 (5 – 7 October) Native American Resistance and Accommodation

- Read WK 8 Primary Documents and Secondary Readings
- Book Discussion Spence, Dispossessing the Wilderness, 7 October

WK 9 (12 – 14 October) Test 2

- Test 2 14 October
- Blog Grade 2 18 October
- In Class Participation Grade and Average Quiz Grade 2 18 October

WK 10 (19 – 21 October)

- Native Americans and the Boarding School Era
- Read WK 10 Primary Documents and Secondary Readings

WK 11 (26 – 28 October) WWI & the Indian New Deal

- Read WK 11 Primary Documents and Secondary Readings
- 28 October Last Day for a "W"

WK 12 (2 – 4 November) WWII, Relocations, and Indian Urbanization

- Read WK 12 Primary Documents and Secondary Readings

WK 13 (9 – 11 November) "Red Power" Movement, 1960 – 1990

- Read WK 13 Primary Documents and Secondary Readings

WK 14 (16 – 18 November) Test 3

- Test 3 18 November
- Blog Grade 3 22 November
- In Class Participation Grade and Average Quiz Grade 3 22 November

Post-Thanksgiving Schedule:

- **Note:** UAM will finish the autumn 2020 semester online after Thanksgiving break.

WK 15 (30 November – 2 December)

o Course Discussion Assignment WK 16 (7 – 10 December) Finals Week

o Course Discussion Assignment

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

University of Arkansas at Monticello Fall 2021

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

Dr. Clinton Young E-mail: young@uamont.edu
Office: MCB 225 Office Phone: (870) 460 1147
Office Hours: Mon., Tues., Weds., Thurs., Fri., 8.00-9.00AM; and by appointment

Course Description, Goals, and Learning Outcomes

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.

After successfully completing this course, students who have done all the work should be able to:

- ♦ Understand and summarize the major political, social, cultural, and economic developments in European history from 1300 to 1789.
- Distinguish between European cultures as a part of understanding the cultural diversity of the human experience.
- Evaluate historical primary sources of different types in order to make historically valid and cogent arguments.

The career and employment skills that successful students should master in this class include:

- The ability to summarize and extract pertinent information from written texts.
- The ability to synthesize information and present it in an organized, coherent manner.
- Learning information that will improve personal interactions with those from different cultures.

Required Texts (Available at the UAM Bookstore, https://www.bkstr.com/uamontstore)

The Portable Renaissance Reader, ed. James Bruce Ross and Mary Martin McLaughlin (Penguin)
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 be a number of other readings as indicated in the course calendar; these will be available through Blackboard. Your computer will need to be equipped with a program that can read PDF files to access these readings.

Course Requirements

Map Quiz	5%
Midterm Exam	15%
Final Exam	15%
Multimedia History Project	15%
Reading and Discussion Journals	40% total
Participation & Professionalism	10%

Reading Journals: Each week, you will be responsible for a 400 to 600 word analysis of what the week's reading tells us about the emergence of modern Europe, using other texts and lecture as a reference. Journals will not summarize the plot or argument of readings; instead, they will focus on analysis of the readings and what they add to the narrative you are learning about the history of Europe. Journals are considered formal writing, and will use standard English grammar and mechanics; journals are expected to use concrete historical evidence and cite it appropriately. Journals will be submitted online through Blackboard, and are due each Thursday by 11.30PM unless otherwise indicated. The lowest two journal scores will be dropped when calculating your final grade, and late journals will not be accepted.

Multimedia History Project: As we proceed apace into the 21st century, there are so many technologically advanced ways to terrorize students. This semester, you will get practice in using modern technology to explain very old history by creating a video, podcast, or multimedia web page about a topic in early modern European history of your choice. Instructions will be distributed early in the semester.

Missed Exams: If you miss the 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.

COVID-19 Policies & Procedures

Masks: As per current university guidelines, to help prevent transmission of COVID-19 and other infectious diseases, face masks will be worn indoors when social distancing cannot be maintained; masks must cover the nose and mouth at all times. Try to maintain an appropriate distance from other students when entering and exiting the classroom. Regardless of your personal feelings about masking, please respect other students and faculty who may be caring for those who cannot be vaccinated and work to keep everybody safe.

Virtual Office Hours: While your instructor will still have traditional, in-person office hours, you are highly encouraged to make use of virtual and remote means of contacting your instructor. You are encouraged to set up appointments via video conferencing, as well as using phone or e-mail.

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.

Begin the Week 1 readings, because they are legion.

18 August Introductory

20 August The Medieval Heritage

Week 1

"The Renaissance"; *Renaissance Reader:* "The Dignity of Man" (476-479); "The Ruins of Rome" (379-385); "The Return of the Muses" (123-127); "Petrarcha and the Art of Poetry" (127-131); "The Glory of the Latin Language" (131-135); "Germany Invokes the Muses" (135-140); "The Arts Reborn" (140-145); "The Prosperity of Florence" (165-168); "Venice, Mistress of the Seas" (168-175); "The Circle of Governments" (263-267); "A Portrait of Lorenzo de' Medici" (267-269); "The Balance of Power in Italy" (279-284)

23 August Renaissance Humanism

25 August The Urban World of Early Modern Italy 27 August Northern and Christian Humanism Week 2 Renaissance Reader: "The Restoration of Rome" (385-387); "Michelangelo Buonarroti" (501-512); The Art of Building" (527-531); "Nature, Art, and Science: On Painting" (531-535); "On Landscape Painting" (548-552) ☐ "History of Ideas: The Renaissance" Renaissance Art I: Architecture 30 August 01 September Renaissance Art II: Painting 03 September The Church Before the Reformation Map Quiz Due by 11.30PM Week 3 "The Age of the Reformation"; Renaissance Reader: "The Unity of the Church" (624-630); "A Preacher of Reform" (644-647); "The Lutheran Revolt" (652-661); "On Free Will" (677-694); "The Bondage of the Will" (694-704); "Members of One Body" (717-721); "The Faith of a Christian" (721-727) 06 September No Class—Labor Day 08 September Martin Luther and Charles V 10 September The English Reformation and the Political Spread of Protestantism Week 4 Renaissance Reader: "An Anabaptist View of the Church" (661-665); "The True Kirk and its Signs" (672-677); "Free Will and Predestination" (704-712); "Good Christian Discipline" (738-742); "The Judgment of a Witch" (258-263)?"In Our Time: Calvinism" 13 September The Peasant's War and the Radical Reformation 15 September The Counter-Reformation 17 September Witchcraft and Popular Religion Week 5 "Europe in the World, 1450-1600"; Renaissance Reader: "Avarice" (156-157); "The Old World and the New" (157-161); "Charles V and Philip His Son" (294-305); Begin Short Account The Age of Exploration 20 September 22 September Spain under Ferdinand and Isabella 24 September The Spanish Empire Multimedia Project: Proposal Due to Blackboard, 11.30PM Week 6 "The Requirement"; conclude Short Account; Renaissance Reader: "Joyful News from the New-Found World" (152-156); "Tobacco, Tobacco" (161-162) 27 September **Ambivalent Conquests** 29 October The Rise of the Atlantic Economy Other Empires: Britain, France, and Holland 01 October Week 7—No Reading Journal due this Week 04 October Understanding Renaissance and Reformation Europe

Week 8

06 October

08 October

"The Problem of Divine-Right Monarchy"; 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"

📦 "In Our Time: The Thirty Year's War"

Midterm Exam

No Class—Multimedia Project Work Day

11 October The Seventeenth-Century Crisis 13 October Richelieu, Mazarin, and the Fronde

15 October Louis XIV and Absolutism

Week 9

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*"

18 October Absolutism and the English Civil War 20 October Court Culture in Early Modern Europe

22 October The Dutch Republic

Week 10

"Letter to the Grand Duchess Christina of Tuscany, 1615"; *Renaissance Reader:* "The Revolution of the Celestial Spheres" (589-593); "Comrades in the Pursuit of Truth" (597-608); "The Starry Herald" (608-614)

25 October Baroque Culture I: Visual Art 27 October Baroque Culture II: Musical Culture

29 October The Scientific Revolution

Multimedia Project Draft Script/Text Due to Blackboard by 11.30PM

Week 11

"The Enlightenment"; Excerpts from John Locke, *Second Treatise on Government* (Chapters II, III, V, VII, VIII, XVIII, XIX) and excerpts from Jean-Jacques Rousseau, *The Social Contract* (Book I, II.1-4, III.3-7 and 16-18, IV.1.)

01 November The Foundations of the Enlightenment 03 November The Social Contract I: John Locke

05 November The Social Contract II: Jean-Jacques Rousseau

Week 12

☐ Swift, pages 1-23 and 41-59

? "In Our Time: Swift's A Modest Proposal"

08 November Enlightened Absolutism: Prussia and Russia

10 November Enlightenment Art

12 November Enlightenment Musical Culture

Week 13

Something mercantilist

☐ "Mercantilism, the Balance of Trade, and Overseas Colonies"

15 November Mercantilism and the Eighteenth Century Economy

17 November The Eve of the French Revolution

19 November No Class—Multimedia Project Work Day

Week 14—No Reading Journal due this Week

22 November Thanksgiving—No Class
24 November Thanksgiving—No Class
26 November Thanksgiving—No Class

Week 15

29 November Multimedia Project Presentations
01 December Multimedia Project Presentations
03 December Multimedia Project Presentations

Multimedia Project Due to Blackboard by 11.30PM

Finals Week

07 December (Mon.) Final Exam, 1.30-3.30PM

**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.

AND NOW FOR THE COMPLETELY INSANE AMOUNT OF BOILERPLATE INFORMATION MANDATED BY THE UNIVERSITY, MOST OF WHICH YOU WILL NEVER READ WILLINGLY.

REGARDLESS OF WHETHER OR NOT YOU PAY ATTENTION TO THESE SECTIONS, YOU ARE REQUIRED TO ABIDE BY ALL POLICIES HEREIN.

Grading Policies

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

Midterm Grade Policy: Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet no later than one week before the drop date. All students with a "D" or "F" will be reported to Academic Alert. Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Average Amount of Work: Students who wish to succeed in this class will need to participate in the three fifty minute class sessions per week and spend a minimum of six hours each week in reading the assigned texts, completing assignments, and studying for exams; this will come to no less than 135 hours during the semester.

Code of Conduct and Professionalism

Students will not disturb normal classroom procedures and instruction. Disruptive conduct includes but is not limited to violent, noisy actions, profane or obscene language, intoxication, verbal abuse/slander, quarreling, fighting, threats to safety to oneself or others and failure to comply with the directions of a university official (reference: UAM Student Handbook). A faculty member may, at his or her discretion, dismiss a disruptive student from the classroom for the balance of the class period and, at the faculty member's discretion, consider the missed class time as an unexcused absence.

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.

UAM Attendance Policy

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangement should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

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. Students who sleep in class, use their cell phones in class, or are otherwise mentally absent will not be counted as present.

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 will treat late arrivals as absences without advance notification.

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.

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

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link: http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf.

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.

Blackboard and Technical Support Information

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, etc.

For issues with Blackboard, contact the Office of Academic Computing which is open Monday-Friday, 8.00AM-4.30PM: 870 460-1663. Or contact the Help Desk at: http://www.uamont.edu/blackboard.

For issues with e-mail, contact the Office of Information Technology which is open Monday-Friday, 8.00AM-4.30PM: 870 460-1036. The IT website also provides answers to frequently asked questions at http://www.uamont.edu/pages/resources/information-technology/it-for-students/.

Please be aware that while the instructor of this course has a vast knowledge of history, he does not have a degree in computing—and is probably just as frustrated with Blackboard as you are. All problems arising from technical issues with Blackboard need to be addressed to the Office of Academic Computing and the Help Desk.

Student Support Services

Academic Alert System: UAM is committed to your academic success. To help, UAM has developed an academic alert system to connect you with campus resources when needed. Faculty and staff members contribute directly to the academic alert system by submitting concerns about students who are exhibiting behaviors that will make it difficult for them to succeed. If an alert is submitted for you, you will receive an email or call from a professional academic advisor. Please respond to the contact you receive. If you have any questions about the academic alert system, you may call the Office of Academic Advising at (870) 460-1633.

Career Services: Career Counseling is available to each student to assist and prepare for academic and career success, help make sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research possible career choices. Students can also research pre- and post-graduate career opportunities. Location: Student Success Center, Suite 201, (870) 460-1454.

The Center for Writing and Communication: The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Location: Taylor Library, Room 203, (870) 460-1378. Website: http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/.

Counseling Services: As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about confidential mental health services available on campus via the UAM Counseling Services website at http://www.uamont.edu/pages/student-affairs/counseling/. Location: Student Success Center, Room 204D, (870) 460-1554.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: http://www.uamont.edu/pages/library/.

Student Special Services: Any student with a documented disability should contact the Office of Student Special Services. Location: Student Success Center, Room 201F. Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926. Email: whitingm@uamont.edu.

Tutoring Center: All students have access to free tutoring services. Drop-ins are welcomed or students can make an appointment. Tutoring Schedules are available to pick up. Night tutoring is available Monday-Thursday from 6:00 p.m. to 8:30 p.m. Location: Student Success Center, Suite 203, (870) 460-1454.

University Behavior Intervention Team: The Behavior Intervention Team's (UBIT) purpose is to promote a safe and

productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call (870) 460-1110 or (870) 460-1554 during regular business hours. In case of emergency or after office hours please call 911.

<u>University Policy on Concealed Weapons (As Enacted by the State Legislature that Ranks Last in the Nation for the Number of Members with College Degrees)</u>

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g). _

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 20 August Last day to withdraw from classes 27 October

UNIVERSITY OF ARKANSAS AT MONTICELLO

Department of History The Medieval Middle East HIST 3503 – 3 Credit Hours Fall 2019 MWF 10:10-11:00 COURSE SYLLABUS

Instructor: Dr. Sharon Silzell

MCB 305 870-460-1847 Silzell@uamont.edu

Office Hours: MW 8:00-9:00 and 1:00-2:00

T-TH 11:00-12:00 and 1:30-2:30 F 8:00-9:00 and by appointment

Prerequisites: HIST1013 or HIST1023

Required Books:

Ш	Jonathan A.C. Brown, Muhammad: A Very Short Introduction (Oxford) ISBN 0199559287
	Jonathan Berkey, <i>The Formation of Islam: Religion and Society in the Near East</i> , 600-1800 (Cambridge) ISBN 0521588138
	G.R. Hawting, <i>The First Dynasty of Islam: The Umayyad Caliphate AD 661-750 2nd Edition</i> (Routledge) ISBN 0415240735
	Hugh Kennedy, When Baghdad Ruled the Muslim World (Da Capo) ISBN 0306814803
	Fred Donner, Muhammad and the Believers (Belknap) ISBN 0674064143

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, handouts, supplemental resources, and grades.

Course Description: This course introduces students to the history of the Islamic Middle East from the period just before the birth of the Prophet Muhammad in 570 CE to the Ottoman conquest of Constantinople in 1453 CE.

Student Learning Outcomes: After completing this course the student should be able to:

- ➤ Understand and be able to articulate the importance of both secondary historical literature and primary source documents from a variety of genres.
- Analyze and evaluate primary sources from a variety of medieval genres.
- ➤ Demonstrate knowledge of many aspects of society in the medieval Middle East including government, religion, gender, and culture.
- Articulate the impact of the rise of Islam on the Middle East as well as the influence of indigenous people and cultures on Islamic culture and forms of government.
- > Demonstrate a firm understanding of the divisions within the Islamic world as well as the conflicts between Middle Eastern dynasties and other regions of the world.

Course Assignments/Assessments:

	Reading Quizzes -20 pts each, taken most weeks, your best 8 scores will be	counted.	
	Quizzes are timed, closed-book, and cannot be made up.		160
\triangleright	Primary source response papers – 50 pts. each, 2 essays (2-3 pages)	100	
	Journal Article Review (3-4 pages)		100
	Midterm Exam, Closed-book, make-up in extraordinary circumstances only	100	
	Islamic Law Activity – cannot be made up		40
	Book Review, Muhammad and the Believers (3-4 pages)	100	
	Primary Source Journal (10 points each) – cannot be made up	100	
\triangleright	Final Exam		100
	Total		800

Details on each writing assignment will be posted on BlackBoard.

The Islamic Calendar: The Islamic calendar begins in the year 622 CE. While the dates included in much of what you read will include both the Islamic and Western dates (This year is 1441/2019), many sources will include one or the other. This very helpful website from Zurich University will convert dates in both directions and I encourage you to bookmark it so that you can keep your feet firmly in time as well as space.

http://www.oriold.uzh.ch/static/hegira.html

Special Dates of Concern: (does not include Reading Quizzes)

<u> </u>	8 7
Wednesday 8/21	First day of course
Friday 8/23	Last day to add classes
Monday 9/3	Labor Day –No Class
Friday 10/11	Last day to complete response paper #1
Friday 10/11	Journal Article approved by Instructor
Friday 10/25	Article Review due
Wednesday 10/30	Last day to drop class with grade "W"
Wednesday 11/13	Last day to complete response paper #2
Friday 11/15	Islamic Law Exercise
Monday 12/3	Book Review due
Tuesday 12/10	Final Exam 1:00 p.m.

CLASSROOM POLICIES

- I record attendance for administrative purposes only. Students are responsible for all information presented during class whether you are there or not. You must be in class in order to turn in an assignment.
- Please be sure that cell phones are silenced and put away during class.
- No headphones of any kind.
- If you plan to attend class, please come to class on time.

- You may use your laptop during class only for taking notes. If misuse of technology becomes an issue, such as being on the internet, checking email during class, or texting, then the entire class will forfeit the privilege of using technology while class is in session.
- Please be courteous and respectful to other students who are expressing opinions or asking questions.
- Concealed Carry: Concealed means out of sight. If you display a firearm in this class, you will be arrested by University Police per UAM regulations.

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Work Required:

Academic Engagement:

Attending Classes: 45 Hours

Preparation:

Reading: 45 Hours Writing papers: 45 Hours Overall Total Obligation: 135 Hours

Grade Assignment Grading Scale:

A = 90 - 100

B = 80 - 89

C = 70 - 79

D= 60 — 69

F= 59 and below

Academic Alert System

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM.

Students who are academically struggling, have a high absenteeism, are exhibiting disruptive behavior or are having difficulty adjusting to campus life will be reported to the Office of Academic Affairs through the Academic Alert system.

Academic Dishonesty

- 5. 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.
- 6. 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 in on the work submitted.
- 7. 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.
- 8. 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: I will report all instances of academic dishonesty to the university authorities and will impose the severest penalties allowed by the university, which can range from failing the course to expulsion from the university. All instances, without exception, will result, in the very least, a grade of zero on the assignment or exam.

Course Schedule

Week 1

Aug. 21 Class introduction

Aug. 23 Working with Primary Sources "The Last Caliph of Baghdad"

Week 2 Reading: Berkey, Formation, 3-53

Aug. 26 Christianity and the Byzantine Empire and Quiz

Aug. 28 Zoroastrianism and the Sassanian Empire

Aug. 30 Islamic names, dates, and transliteration

Week 3 Reading: Brown, Muhammad, 1-63

Sep. 2 Labor Day – No Class

Sep. 4 Arabia and **Quiz**

Sep. 6 **Primary**: Pre-Islamic Poetry, "Lammiyyat" by Al-Shanfara al-Azdi (d. 540) (BB)

Week 4 Reading: Brown, Muhammad, 64-end

Sep. 9 Muhammad in Mecca and Quiz

Sep. 11 Muhammad in Medina

Sep. 13 **Primary**: The Constitution of Medina (BB)

Week 5 Reading: Berkey, Formation, 55-101

Sep. 16 Qur'an and Hadith and **Quiz**

Sep. 18 The Rashidun

Sep. 20 **Primary:** The Pact of Umar http://www.fordham.edu/halsall/source/pact-umar.asp

Week 6 Reading: Hawting, *Dynasty*, 1-70

Sep. 23 Seventh-century Women and Fitna and Quiz

Sep. 25 Shi'a 'Ali

Sep. 27 **Primary**: al-Tabari, (d. 923) "Battle of the Camel" (BB)

Week 7

Sep. 30 Exam

Oct. 2 Library Tools

Oct. 4 No Class

Week 8 Reading: Hawting, Dynasty, 71-end

Oct. 7 Muslims and Christians and Quiz

Oct. 9 Women and the Qur'an

Oct. 11 Primary: al-Tabari (D. 923) "Karbala" (BB)

Journal Article selection due and approved via email

Last day to complete response paper #1

Week 9 Reading: Kennedy, Baghdad to 111

Oct. 14 Abbasids and the City of Peace and Quiz

Oct. 16 War between the Brothers

Oct. 18 Primary: Al-Mas'udi (d. 946) "Siege of Baghdad"

Week 10 Reading: Kennedy, Baghdad, 200 to end

Oct. 21 Knowledge Triumphant and Quiz

Oct. 23 Abbasids Lose Control

Oct. 25 **Primary**: Ibn al-Nadim (d. 990) selection from *The Fihrist* Journal Article Review due

Week 11 Reading: Berkey, *Formation*, 124-151, 159-202

Oct. 28 Let's Eat: Food in the Medieval Middle East

Oct.30 The Shi'a Century? and Quiz

Nov. 1 Seljuqs and the Sunni Response

Week 12 Reading: Now would be a good time to write a response paper.

Nov. 4 The Crusades

Nov. 6 The Mongols in the Middle East

Nov. 8 **Primary**: Ibn al-Athir (d. 1233) "On the Tatars" **and** Usama ibn Munqidh (1095-1188) selection from *The Book of Contemplation*

Week 13 Reading: Berkey, Formation, 203-257

Nov. 11 Islamic Law and **Quiz**

Nov. 13 Sufism, Primary: Farid al-Din Attar, (d. c. 1220) Memorial of the Saints, "Hasan al-

Basri" (d. 728) and "Rabi'a al-Adawiya" (d. 801)

Nov. 15 Islamic Law Exercise

Week 14 Reading: Donner, Believers, xi - 89

Nov. 18 Ottomans

Nov. 20 Fall of Constantinople

Nov. 21 Catch-up Day

Week 15 Reading: Donner, Believers, 90-235

Nov. 25 The Message or Kingdom of Heaven

Nov. 27 Thanksgiving Nov. 29 Thanksgiving

Week 16

Dec. 2 Book Review Due - Discussion

Dec. 4 Final Exam Prep

Final Exam: Tuesday, December 10, 1:00-3:00

Resources for Students

TECHNICAL SUPPORT INFORMATION

Blackboard Assistance:

Contact the Office of Instructional Technology during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1063. Help Link: http://www.uamont.edu/blackboard

Email Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036. The IT website also provides answers to frequently asked questions.

Website: http://www.uamont.edu/pages/resources/information-technology/it-for-students/

STUDENT SUPPORT SERVICES

Academic Alert System:

UAM is committed to your academic success. To help, UAM has developed an academic alert system to connect you with campus resources when needed. Faculty and staff members contribute directly to the academic alert system by submitting concerns about students who are exhibiting behaviors that will make it difficult for them to succeed. If an alert is submitted for

you, you will receive an email or call from a professional academic advisor. Please respond to the contact you receive. If you have any questions about the academic alert system, you may call the Office of Academic Advising at (870) 460-1633.

Career Services:

Student Success Center, Suite 201, (870) 460-1454

Career Counseling is available to each student to assist and prepare for academic and career success, help make sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research possible career choices. Students can also research pre- and post-graduate career opportunities.

Counseling Services:

Student Success Center, Room 204D, (870) 460-1554

As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about confidential mental health services available on campus via the UAM Counseling Services website at http://www.uamont.edu/pages/student-affairs/counseling/

The Center for Writing and Communication:

Taylor Library, Room 203, (870) 460-1378

The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Website: http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/

Library Services:

The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: http://www.uamont.edu/pages/library/

Student Special Services:

Any student with a documented disability should contact the Office of Student Special Services.

Monticello Campus

Location: Student Success Center, Room 201F

Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926

Mailing Address: P.O. Box 3600, Monticello, AR 71656

Email: whitingm@uamont.edu

McGehee Campus

Location: UAM College of Technology at McGehee Telephone: (870) 222-5360/Fax: (870) 222-1105 Mailing Address: P.O. Box 747, McGehee, AR 71654

Email: anderson-allen@uamont.edu

Crossett Campus

Location: UAM College of Technology at Crossett

Telephone: (870) 364-6414

Mailing Address: 1326 Highway 52 West, Crossett, AR 71635

Email: paschall@uamont.edu

Tutoring Center:

Student Success Center, Suite 203, (870) 460-1454

All students have access to free tutoring services. Drop-ins are welcomed or students can make an appointment. Tutoring Schedules are available to pick up. Night tutoring is available Monday-Thursday from 6:00 p.m. to 8:30 p.m.

Math Tutorial Lab:

Math and Science Center, (870) 460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

University Behavior Intervention Team:

The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or

https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call (870) 460-1110 or (870) 460-1554 during regular business hours.

In case of emergency or after office hours please call 911.

IMPORTANT POLICIES

Student Handbook:

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link: http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf

Classroom Behavior/Disruption Policy

Students will not disturb normal classroom procedures and instruction. Disruptive conduct includes but is not limited to violent, noisy actions, profane or obscene language, intoxication, verbal abuse/slander, quarreling, fighting, threats to safety to oneself or others and failure to comply with the directions of a university official (reference UAM Student Handbook). A faculty member may, at his or her discretion, dismiss a disruptive student from the classroom for the balance of the class period and, at the faculty member's discretion, consider the missed class time as an unexcused absence.

University Policy on Concealed Weapons:

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g).

Updated 08/07/2019

HISTORY 3523

MODERN EUROPE (FROM THE FRENCH REVOLUTION TO THE EUROPEAN UNION)

University of Arkansas at Monticello Fall 2018

Monday, Wednesday, Friday 11.10AM-12.00PM, MCB 204

Dr. Clinton Young E-mail: young@uamont.edu
Office: MCB 227 Office Phone: 870 460 1547

Office Hours: Mon. & Weds., 9.00-10.00AM and 1.00-2.00PM; Tues. & Thurs. 10.00-11.00AM and

1.30-2.30PM; Fri., 9.00-10.00AM; and by appointment

Course Description and Student Learning Outcomes

This course will cover the major political, social, and cultural developments in Europe since the French Revolution. In particular, we will look at the events and ideas that allowed Europeans to create the "modern" world during the nineteenth century, such as the rise of modern political ideologies from liberalism to communism; industrial society; and the imperialism that determined the history of much of the rest of the world. We will examine how these ideas drove the conflicts that dominated the first half of the twentieth century. Finally, we will examine the post-World War II era to see how these ideas have changed and what new ideas and forces have come to dominate Europe today.

After successfully completing this course, students should be able to:

- Understand and summarize the major events and ideologies in European history since 1789.
- Distinguish between European cultures and come to understand the cultural diversity of the human experience.
- Evaluate historical primary sources of different types and use them to make historically valid and cogent arguments.

The career and employment skills that successful students should master in this class include:

- The ability to summarize and extract pertinent information from written texts.
- The ability to synthesize information and present it in an organized, coherent manner.
- Learning information that will improve personal interactions with those from different cultures.

Required Texts (Available at the UAM Bookstore, https://www.bkstr.com/uamontstore)

David S. Mason, A Concise History of Modern Europe: Liberty, Equality, Solidarity, 3rd ed.
(Rowman & Littlefield)
Jules Verne, Around the World in Eighty Days (Oxford)
Arthur Koestler, Darkness at Noon (Scribner)
Slavenka Draculic, Café Europa: Life After Communism (Penguin)

There will also be shorter readings as indicated in the course calendar; these will be available through Blackboard. Your computer will need to be equipped with a program that can read PDF files to access these readings.

Course Requirements

Map Quiz 5%

Two Midterm Exams 15% each: 30% total

Final Exam 15%
Discussion Boards 40% total
Participation & Professionalism 10%

Discussion Boards: Each week, you will be responsible for a 400 to 600 word analysis of what the week's primary sources and how they add to our understanding of modern European history. Discussion board posts will not summarize the plot or argument of readings; instead, they will focus on analysis of the readings and what they add to the narrative you are learning about the history of Europe; you may also use class lectures and all other course materials to develop your arguments. Discussion posts are considered formal writing, and will use standard English grammar and mechanics; journals are expected to use concrete historical evidence and cite it appropriately.

The discussion boards for this class will expect you to post in a civil and professional manner. Posts will be graded on grammar, mechanics, and punctuation. Personal attacks on other students, on historical figures you disagree with, or on any other individual will not be tolerated. *You are free to debate ideas, but not insult individuals*. If you disagree with an idea or belief covered in the course, you must engage with it in a historical manner; if you wish to disagree, you must to so with concrete historical evidence to support your ideas. (For example: if you dislike communism, you cannot post how much you hate "Reds"; but you may cite evidence to demonstrate how communism oppressed people with dissenting political opinions.) Students who engage in personal attacks and insults will receive a grade of 0 for their discussion board assignment, regardless of the quality of their remaining posts.

Your discussion board posts will be evaluated on the following criteria. (A more detailed rubric will be found on Blackboard.) Note that merely stating your agreement or disagreement with another students' position will be insufficient. You can earn up to 16 points for each week's original post, and up to four points for your responses.

- Overall Response (4 points): Responds to the discussion prompt as specifically and completely as possible; meets 200 word minimum.
- Use of Textual Evidence (5 points): Uses and analyzes the primary sources full and connects them with ideas in relevant secondary sources.
- ◆ Argument & Critical Analysis (5 points): Demonstrates critical analysis of the topic through the use of concrete historical evidence, comparison or contrast with other sources and topics, and use of appropriate secondary source material.
- Mechanics (2 points): Post uses proper spelling, grammar, and punctuation.
- Responses: Analysis & Evidence (3 points): Responds to at least two posts demonstrating critical analysis that adds new information, ideas, or evidence to the conversation.
- Responses: Mechanics (1 point): Responds to at least two posts with proper grammar, spelling, and punctuation; meets 50 word minimum for each response.

Your original post is due by Wednesday at 11.30PM (original posts submitted after this deadline will not be graded); the Discussion Board will close for all responses Friday at 11.30PM.

♦ Blackboard does not allow instructors to set two separate due dates for the Discussion Boards; your calendar of due dates will only show the Friday due date for your responses. You are still responsible for submitting your original posts by Wednesday.

Plagiarism will be treated as seriously on the Discussion Boards as on a Module Test. Any plagiarism will result in a 0 for the entire Discussion Board grade for that week, regardless of whether the responses

are original. Multiple instances of plagiarism will be reported to the Office of the Vice Chancellor for Academic Affairs.

Missed Exams: If you miss a midterm exam for any reason, you will be given the opportunity for a make-up exam after Thanksgiving Break. Make-up exams may differ in form and content from the regularly scheduled exams during the semester.

COVID-19 Policies & Procedures

Masks: To help prevent transmission of COVID-19 and other infectious diseases, face masks will be worn in the classroom at all times; masks must cover the nose and mouth at all times. Sit only in marked desks, and do not move desks closer together. Try to maintain an appropriate distance from other students when entering and exiting the classroom. Students who fail to follow these or other university guidelines will be removed from the classroom.

Online Preparation: Students should be prepared to move to a completely on-line class setting at short notice. If you do not have reliable Internet access at home, be sure to research your options early in the semester. If this class goes online before the Thanksgiving Break, you will be expected to participate in synchronous video discussions through Blackboard Collaborate during regularly scheduled class periods.

Virtual Office Hours: While your instructor will still have traditional, in-person office hours, you are highly encouraged to make use of virtual and remote means of contacting your instructor. You are encouraged to set up appointments via video conferencing, as well as using phone or e-mail. All Monday and Tuesday office hours will be virtual.

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.

This semester, to reduce student and faculty exposure to large groups, we will be reducing in-classroom seat time. Each week we will have the Monday Virtual Forum: during the regularly scheduled class period, the instructor will be available via Blackboard Collaborate for an open discussion by those who want to ask questions and independently review class material. Exams will be administered online.

This schedule is subject to change, especially if we go online before Thanksgiving. All changes will be announced through Blackboard, and it is your responsibility to note announced changes. Absence will not be considered an excuse for missing or late assignments.

Intro Week

19 August Introductory

21 August The Enlightenment and the Origins of the French Revolution

Week 1

Mason, Chapters 1-2; "What is the Third Estate?"; "Cahiers de Doléances"; "Declaration of the Rights of Man and Citizen"; "The Marseillaise"; "Law on Suspects"; "Report on the Principles of Political Morality"; "Report in the Name of the Committees of Public Safety" Monday Virtual Forum on Blackboard Collaborate 24 August 26 August French Revolution I: The Liberal Revolution 28 August French Revolution II: The Reign of Terror Week 2 Mason, Chapter 4; "Address to the French People"; "Debate over the Creation of Special Military Commissions"; "Motion to Institute Hereditary Government"; "Speech against Curée's Motion"; excerpt from A Political Confession of Faith; On Liberty, Chapter 1 31 August Monday Virtual Forum on Blackboard Collaborate 02 September French Revolution III: Napoleon 04 September The Restoration Map Quiz due on Blackboard by 11.30PM Week 3 Mason, Chapters 3, 4, and 5; Introduction to The Condition of the Working Class in England; "The Communist Manifesto" Preamble, Sections I, II, and IV 07 September No Class—Labor Day 09 September The Causes of the Industrial Revolution 11 September Socialism, Anarchism, and the Results of the Industrial Revolution Week 4 Mason, Chapter 7; Begin Around the World in Eighty Days; "The Duties of Man"; "What is a Nation?"; Otto von Bismarck, Selections from The Memoirs 14 September Monday Virtual Forum on Blackboard Collaborate 16 September Nationalism I: Liberalism and the Case of Italy 18 September Nationalism II: Conservatism and the Case of Germany Week 5 Mason, Chapter 6; Continue Around the World in Eighty Days; "Beethoven's Instrumental Music"; "The Salon of 1824" 21 September Monday Virtual Forum on Blackboard Collaborate 23 September Social Thought in Nineteenth-Century Europe 25 September Artistic Culture in Nineteenth-Century Europe Week 6 Mason, Chapter 8; "Speech before the French National Assembly"; Conclude Around the World in Eighty Days 28 September Monday Virtual Forum on Blackboard Collaborate Midterm Exam I Due to Blackboard by 11.30PM 30 September The New Imperialism 02 October The Heart of Darkness Week 7 Mason, Chapter 9; "World War I Poetry" 05 October Monday Virtual Forum on Blackboard Collaborate 07 October World War I 09 October The Age of Anxiety

Week 8

Mason, Chapter 10; Ten Days that Shook the World, Chapter 1; Begin Darkness at Noon

12 October Monday Virtual Forum on Blackboard Collaborate

14 October The Russian Revolution

16 October The Russian Civil War and the Establishment of Communism

Week 9

Continue Darkness at Noon; "Born of a Need for Action"; Selections from The Road to Wigan Pier

19 October Monday Virtual Forum on Blackboard Collaborate

21 October Liberal Europe in Crisis: The 1920s

23 October The Origins of Fascism

Week 10

Conclude Darkness at Noon

26 October Monday Virtual Forum on Blackboard Collaborate

28 October Nazi Germany 30 October Stalinism in Russia

Week 11

Mason, Chapter 11; Selections from *Mein Kampf*; Minutes from the Wansee Conference

02 November Monday Virtual Forum on Blackboard Collaborate

04 November World War II in Europe

06 November The Holocaust

Week 12

Mason, Chapter 12; Begin Café Europa

09 November Monday Virtual Forum on Blackboard Collaborate

Midterm Exam II Due on Blackboard by 11.30PM

11 November The Origins of the Cold War and the Reconstruction of Europe

13 November Decolonization

Week 13

Mason, Chapter 13-14; Conclude Café Europa

16 November Monday Virtual Forum on Blackboard Collaborate

18 November The Collapse of European Communism 20 November The Origins of the European Union

Week 14

23 November No Class—Fall Break

No Class—Thanksgiving Holiday
 December
 No Class—Thanksgiving Holiday

Week 15—All Learning will be Online This Week

30 November Monday Virtual Forum on Blackboard Collaborate
02 December Special Virtual Office Hours during the Class Period
04 December Final Exam—Due to Blackboard by 11.30PM

Finals Week

13 December (Thurs.)

**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 Note Regarding Your Success

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.

AND NOW FOR THE COMPLETELY INSANE AMOUNT OF BOILERPLATE INFORMATION MANDATED BY THE UNIVERSITY, MOST OF WHICH YOU WILL NEVER READ WILLINGLY.

REGARDLESS OF WHETHER OR NOT YOU PAY ATTENTION TO THESE SECTIONS, YOU ARE REQUIRED TO ABIDE BY ALL POLICIES HEREIN.

Grading Policies

Grading Scale:	100%-90%	A	89%-80%	В	79%-70%	C
_	69%-60%	D	59%-0%	F		

Midterm Grades: Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades. Midterm grades and absences will be posted on WeevilNet no later than one week before the drop date. All students with a "D" or "F" will be reported to Academic Alert. Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Average Amount of Work: Students who wish to succeed in this class will need to participate in the three fifty minute class sessions per week and spend a minimum of six hours each week in reading the assigned texts, completing assignments, and studying for exams; this will come to no less than 135 hours during the semester.

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. 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. Students who sleep in class, use their cell phones in class, or are otherwise mentally absent will not be counted as present.

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.

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.

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

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link: http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf.

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.

Blackboard and Technical Support Information

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, etc.

For issues with Blackboard, contact the Office of Academic Computing which is open Monday-Friday, 8.00AM-4.30PM: 870 460-1663. Or contact the Help Desk at: http://www.uamont.edu/blackboard.

For issues with e-mail, contact the Office of Information Technology which is open Monday-Friday, 8.00AM-4.30PM: 870 460-1036. The IT website also provides answers to frequently asked questions at http://www.uamont.edu/pages/resources/information-technology/it-for-students/.

Please be aware that while the instructor of this course has a vast knowledge of history, he does not have a degree in computing—and is probably just as frustrated with Blackboard as you are. All problems arising from technical issues with Blackboard need to be addressed to the Office of Academic Computing and the Help Desk.

Emergency/Interruption in Computer Service Policy

Prepare for unexpected computer problems and emergencies. Understand that problems and glitches do occur in online learning as they do in any learning environment; have a back-up plan such as using the computers at a local library for submitting assignments and taking tests in case your computer crashes or your Internet service is interrupted.

NOTE: Computer and/or internet problems will not be considered an acceptable excuse for not completing quizzes, discussion boards, assignments, or exams. This is doubly the case for students who wait until the last minute to complete their work.

You are strongly advised *not* to use smart phones or tablets to complete quizzes or tests as these devices can be less stable than actual computers. It is best to use a desktop or laptop computer to take tests and complete assignments. You are also strongly advised *not* to use a wireless connection to take tests and complete assignments, as a dropped wireless signal can result in a test closing prematurely. Use a computer with an Ethernet connection instead.

Student Support Services

Academic Alert System: UAM is committed to your academic success. To help, UAM has developed an academic alert system to connect you with campus resources when needed. Faculty and staff members contribute directly to the academic alert system by submitting concerns about students who are exhibiting behaviors that will make it difficult for them to succeed. If an alert is submitted for you, you will receive an email or call from a professional academic advisor. Please respond to the contact you receive. If you have any questions about the academic alert system, you may call the Office of Academic Advising at (870) 460-1633.

Career Services: Career Counseling is available to each student to assist and prepare for academic and career success, help make sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research possible career choices. Students can also research pre- and post-graduate career opportunities. Location: Student Success Center, Suite 201, (870) 460-1454.

The Center for Writing and Communication: The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Location: Taylor Library, Room 203, (870) 460-1378. Website: http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/.

Counseling Services: As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about confidential mental health services available on campus via the UAM Counseling Services website at http://www.uamont.edu/pages/student-affairs/counseling/. Location: Student Success Center, Room 204D, (870) 460-1554.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: http://www.uamont.edu/pages/library/.

Student Special Services: Any student with a documented disability should contact the Office of Student Special Services. Location: Student Success Center, Room 201F. Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926. Email: whitingm@uamont.edu.

Tutoring Center: All students have access to free tutoring services. Drop-ins are welcomed or students can make an appointment. Tutoring Schedules are available to pick up. Night tutoring is available

Monday-Thursday from 6:00 p.m. to 8:30 p.m. Location: Student Success Center, Suite 203, (870) 460-1454.

University Behavior Intervention Team: The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call (870) 460-1110 or (870) 460-1554 during regular business hours. In case of emergency or after office hours please call 911.

<u>University Policy on Concealed Weapons (As Enacted by the State Legislature that Ranks Last in the Nation for the Number of Members with College Degrees)</u>

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g).

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 19 August Last day to withdraw from classes 28 October

UNIVERSITY OF ARKANSAS AT MONTICELLO

School of Social and Behavioral Sciences Colonial America Course Syllabus Autumn 2019 – MW 1:10 – 2:30 p.m. MCB 201

Instructor Name: John Henris

Instructor Location of Office: MCB 200

Instructor Phone: Give the complete extension: 870-460-1163.

Instructor Email Address: henris@uamont.edu

Office Hours: MWF 8:00 – 10:00am & TTH 9:00 – 11:00am (or by appointment)

Course Title and Credit Hours: HIST 3573-01, Colonial America, 3 Credit Hours

Prerequisites: American History I

Required textbooks, workbooks, supplementary materials: Include name of textbook, author, publisher, addition, and ISBN number.

edition, and ISBN number.

ADD TOMORROW MORNING

Online bookstore:

http://www.bkstr.com/uamontstore/shop/textbooks-and-course-materials

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

Course Description: (May be copied from the University catalog.)

History 3573, Colonial America, will use lecture, primary documents, writing assignments and discussion to study the relations between Native-Americans and Europeans, the conflict between the European powers that settled North America, and the wars for possession of North America until 1763. The course will also focus on the intellectual, cultural and social history of this period, as well as colonial involvement in European wars and the relationship of the British colonies to the Atlantic world. Students will acquire a deeper knowledge of the historical facts pertaining to this period as well as the ability to determine the various historical trends that developed during this time frame. Students should also improve their understanding of the nature of history and improve their ability in regard to historical methodology and analysis of primary documents. The readings, class discussion and writing assignments are all directed towards this end.

Student Learning Outcomes:

By the conclusion of the course you should be able:

- To develop the ability to assess and think critically about historical issues and about the varied interpretations of those issues through careful reading of primary texts and secondary scholarship.
- To explain how the past relates to the present and describe how events three hundred years ago still shape American society today.
- To improve skills in reading, writing, synthesis, and analysis of both primary and secondary documents.
- To be able to describe the complex diversity and multi-culturalism of the American colonies and Atlantic World.

Course Assignments/Assessments:

- 100pts Test 1 Closed Book 2 October
- 100pts Test 2 Closed Book 6 November
- 100pts Test 3 Closed Book 14 December (Thursday) @ 8:00am
- 100pts Weekly Taylor Readings Quizzes (Best 10 of 13) Closed Book
- 100pts Weekly Primary Document Reponses (Best 10 of 13) Blackboard
- 20pts Book Discussion (4 of 4 for 5pts each)
- 30pts Weekly Class Participation
- 550pts Total

Course Grading Scale

- A 550 495
- B 494 440
- C 439 385
- D 384 330
- F 329 0

Special Dates of Concern:

- Last day to add/drop this class: 23 August 2019
- Last day to withdraw from this class: 30 October 2019

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Course Assignment Make-Up Work Policy:

Course quizzes, book discussions, and Primary Document (Blackboard) Written Assignments cannot be made up; instead, I will simply drop your three lowest grades (including zeroes for non-attendance or submittal) for quizzes and Primary Document Written Assignments and your final quiz and written assignment score will be based upon the total points from your remaining ten grades in each category. Book Discussions cannot be made up as points can only be awarded by discussing the book in class with fellow students. Course tests, with the exception of the final test, may be made up with documentation of illness or family emergency. There is a single day set aside in the course syllabus (The Tuesday just prior to Thanksgiving Break) where you may sign up in advance to make up one single missed test, no questions asked.

Work Required:

Academic Engagement: (45 Hours)

Attend Class: 45 Hours

- Take quizzes and exams: 4 Hours

Preparation: (90 Hours)

Read required materials for class: 45 HoursReview notes and study for test: 45 Hours

Overall Total Obligation: 135 Hours

Explanation of Grading Policy:

Grade Assignment:

Colonial America Grading Scale F2017

- A 550 - 495

- B 494 440
- C 439 385
- D 384 330
- F 329 0

TECHNICAL SUPPORT INFORMATION

Blackboard Assistance:

Contact the Office of Instructional Technology during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1063. Help Link: http://www.uamont.edu/blackboard

Email Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036. The IT website also provides answers to frequently asked questions.

Website: http://www.uamont.edu/pages/resources/information-technology/it-for-students/

STUDENT SUPPORT SERVICES

Academic Alert System:

UAM is committed to your academic success. To help, UAM has developed an academic alert system to connect you with campus resources when needed. Faculty and staff members contribute directly to the academic alert system by submitting concerns about students who are exhibiting behaviors that will make it difficult for them to succeed. If an alert is submitted for you, you will receive an email or call from a professional academic advisor. Please respond to the contact you receive. If you have any questions about the academic alert system, you may call the Office of Academic Advising at (870) 460-1633.

Career Services:

Student Success Center, Suite 201, (870) 460-1454

Career Counseling is available to each student to assist and prepare for academic and career success, help make sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research possible career choices. Students can also research pre- and post-graduate career opportunities.

Counseling Services:

Student Success Center, Room 204D, (870) 460-1554

As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about confidential mental health services available on campus via the UAM Counseling Services website at http://www.uamont.edu/pages/student-affairs/counseling/

The Center for Writing and Communication:

Taylor Library, Room 203, (870) 460-1378

The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres,

and at all stages of the writing process. Website: http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/

Library Services:

The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: http://www.uamont.edu/pages/library/

Student Special Services:

Any student with a documented disability should contact the Office of Student Special Services.

Monticello Campus

Location: Student Success Center, Room 201F

Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926

Mailing Address: P.O. Box 3600, Monticello, AR 71656

Email: whitingm@uamont.edu

McGehee Campus

Location: UAM College of Technology at McGehee Telephone: (870) 222-5360/Fax: (870) 222-1105 Mailing Address: P.O. Box 747, McGehee, AR 71654

Email: anderson-allen@uamont.edu

Crossett Campus

Location: UAM College of Technology at Crossett

Telephone: (870) 364-6414

Mailing Address: 1326 Highway 52 West, Crossett, AR 71635

Email: paschall@uamont.edu

Tutoring Center:

Student Success Center, Suite 203, (870) 460-1454

All students have access to free tutoring services. Drop-ins are welcomed or students can make an appointment. Tutoring Schedules are available to pick up. Night tutoring is available Monday-Thursday from 6:00 p.m. to 8:30 p.m.

Math Tutorial Lab:

Math and Science Center, (870) 460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

University Behavior Intervention Team:

The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at

https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call (870) 460-1110 or (870) 460-1554 during regular business hours.

In case of emergency or after office hours please call 911.

IMPORTANT POLICIES

Student Handbook:

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link: http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf

Classroom Behavior/Disruption Policy

Students will not disturb normal classroom procedures and instruction. Disruptive conduct includes but is not limited to violent, noisy actions, profane or obscene language, intoxication, verbal abuse/slander, quarreling, fighting, threats to safety to oneself or others and failure to comply with the directions of a university official (reference UAM Student Handbook). A faculty member may, at his or her discretion, dismiss a disruptive student from the classroom for the balance of the class period and, at the faculty member's discretion, consider the missed class time as an unexcused absence.

University Policy on Concealed Weapons:

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g).

Colonial Calendar of Readings & Assignments:

- WK 1 (21 August) Course Introduction
 - o 23 August: Last day to Drop/Add Courses
- WK 2 (26 28 August) The Spanish Atlantic World, 1490 1600
 - o Read Taylor, American Colonies, CH 3
 - o Primary Document Response (Blackboard) WK 2 Folder
 - o Quiz, Taylor CH 3 Terms
- WK 3 (2 4 September) New Spain in North America, 1530 1700
 - o No Class (Monday) 2 September Labor Day
 - o Read Taylor, American Colonies, CH 4
 - o Primary Document Response (Blackboard) WK 3 Folder
 - o Quiz, Taylor CH 4 Terms
- WK 4 (9 11 September) Canada & Iroquioa, 1500 1660
 - o Read Taylor, American Colonies, CH 5
 - o Primary Document Response (Blackboard) WK 4 Folder
 - o Quiz, Taylor CH 5 Terms
- WK 5 (16 18 September) Virginia, 1570 1650
 - o Read Taylor, American Colonies, CH 6
 - o Primary Document Response (Blackboard) WK 5 Folder
 - o Quiz, Taylor CH 6 Terms
- WK 6 (23 25 September) The Tidewater Colonies, 1650 1750

- o Read Taylor, *American Colonies*, CH 7
- o Primary Document Response (Blackboard) WK 6 Folder
- o Quiz, Taylor CH 7 Terms
- WK 7 30 September 2 October) New England, 1600 1700
 - o Test 1 (Monday) 2 October
 - o Read Taylor, American Colonies, CH 8
 - o Primary Document Response (Blackboard) WK 7 Folder
 - Quiz, Taylor CH 8 Terms
- WK 8 (7 9 October) Puritans & Native Americans, 1600 1700
 - o Read Taylor, American Colonies, CH 9
 - o Primary Document Response (Blackboard) WK 8 Folder
 - o Quiz, Taylor CH 9 Terms
- WK 9 (14 16 October) The English Caribbean & North America, 1600 1730
 - o Read Taylor, American Colonies, CH 10
 - o Primary Document Response (Blackboard) WK 9 Folder
 - o Quiz, Taylor CH 10 Terms
 - o Book Discussion 1 Villains of All Nations
- WK 10 (21 23 October) Carolina & Georgia, 1670 1760
 - o Read Taylor, American Colonies, CH 11
 - o Primary Document Response (Blackboard) WK 10 Folder
 - o Quiz, Taylor CH 11 Terms
 - o Book 2 Discussion Red, White, & Black Make Blue
- WK 11 (28 30 October) The Middle Colonies, 1600 1700
 - o Read Taylor, American Colonies, CH 12
 - o Primary Document Response (Blackboard) WK 11 Folder
 - o Quiz, Taylor CH 12 Terms
 - o Book 3 Discussion *Immigrant & Entrepreneur*
 - o 30 October: Last Day to Drop/Add Course
- WK 12 (4 November) The First English Colonial Crisis, 1685 1730
 - o Test 2 (Monday) 6 November
 - Read Taylor, American Colonies, CH 13
 - o Primary Document Response (Blackboard) WK 12 Folder
 - o Quiz, Taylor CH 13 Terms
- WK 13 (11 13 November) American Awakenings, 1700 1775
 - o Read Taylor, American Colonies, CH 15
 - o Primary Document Response (Blackboard) WK 13 Folder
 - o Quiz, Taylor CH 15 Terms
 - o Book 4 Discussion The Fearless Benjamin Lay
- WK 14 (18 20 November) New France, 1650 -1750
 - Read Taylor, American Colonies, CH 16
 - o Primary Document Response (Blackboard) WK 14 Folder
 - o Quiz, Taylor CH 16 Terms
- WK Make-Up & Break (25 29 November) Exam Make-Up & Thanksgiving

- o 25 November Exam Make-Up
- WK 15 (2 4 December) Wars for Empire in North America 1739 1765
 - o Read Taylor, American Colonies, CH 18
 - o Primary Document Response (Blackboard) WK 15 Folder
 - o Quiz, Taylor CH 18 Terms
- WK 16 (9 13 December) Final Exam Week
 - o Test 3(Thursday) 14 December @ 8:00am

UNIVERSITY OF ARKANSAS AT MONTICELLO SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES COURSE SYLLABUS

FALL 2022, TR 9:40-11:00 A.M.

Instructor Name: JOHN KYLE DAY, PH.D., PROFESSOR OF HISTORY

Instructor Location of Office: MEMORIAL CLASSROOM BUILDING 311

Instructor Phone: 870-460-1887

Instructor Email Address: day@uamont.edu

Office Hours: Monday through Friday: 8:00-9:00 A.M.; 2:00-3:00 P.M. and by appointment. Please note that I have an open-door policy. 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 Title and Credit Hours: HIST 3583: Latin America, (3 credit hours) **Prerequisites:** NONE.

Required textbooks:

- 1. Colonial Latin America, Burkholder, OUP, ISBN: 9780190642402.
- 2. Simon Bolivar: A Life, Lynch, Yale, ISBN: 9780300126044.
- 3. The President, Asturias, Waveland, Inc., ISBN: 9780881339512.
- 4. The Underdogs, Azuela, Hackett, ISBN: 9780872208346.
- 5. Guerilla Prince, Geyer, Little, Brown, & Co., ISBN: 9780316308939.

Online bookstore: <u>UAM Bookstore</u>

Blackboard Supplemental Student Success Support: This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

Course Description: Evolution of Latin America from the Pre-Columbian epoch through the

contemporary period with an emphasis on political, social, and economic developments.

Student Learning Outcomes: This course will survey the history of Latin America from the prehistoric period to the present day. Through themes such as geography, the pre-Columbian period, the Iberian Conquest and colonial era, the struggle for independence, colonial legacies, economic dependency, ethnic, gender, and class relations, United States intervention, and the respective, ideological, political, and

social movements of the region, students will gain an understanding of these major themes and how they compare within different Latin American countries. Focus will shift from country to country depending on the theme, and will include examples from Argentina, Brazil, the Caribbean Island nations, Chile, Colombia, Cuba, Ecuador, French Guiana, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Uruguay, and Venezuela. The readings will include primary and secondary texts, which require the student to integrate various points of view into a broader historical understanding.

The purpose of this course is to introduce to you the evolution of Latin America's cultural, economic, political, religious and social history. We hope that you will be intellectually stimulated by the breadth, sweep, and drama of this region's dynamic history. This course will encourage you to learn just what exactly happened in Latin 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 with today's current events. During this course you will be asked to think like an historian: to objectively consider the evidence presented, then reach your own conclusions both about individual events as well as the period as a whole. For example, we will not copy the current political debate by either trashing the Cuban Revolution or celebrating it in a mindless fit of nostalgia. Rather, we will consider Latin American history on its own terms, and then reach our own conclusions with the benefit of a broadly-based historical perspective. By successfully completing this course you, the student, will:

- develop the ability to assess and think critically about historical issues and about the varied interpretations of those issues Course Readings, Discussions, & Primary Documents
- explain how the past relates to the present Course Readings & Discussions
- improve skills in reading, writing, synthesis, and analysis Course Readings, Primary Documents, & Exams
- gain an understanding of diversity and multi-culturalism All parts of this course as this is an inescapable byproduct of becoming more knowledgeable about our past.
- These outcomes are assessed throughout the semester on exams and written assignments.²

Course Assignments/Assessments: COURSE ASSIGNMENTS/ASSESSMENTS: Your grade for this course will based upon four examinations, each worth 25 percent of your

_

² Professors John Henris and Shari Silzell's syllabi.

grade. These examinations will consist of a combination of multiple choice and matching questions, as well as an original essay, 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. The exams will demonstrate your mastery of the course material. You will also need to purchase a large Scantron sheet (form 886-E) and pencils to take each of these exams, which can also be purchased at the UAM Bookstore.

Special Dates of Concern:

August 18-September 13: Burkholder

September 15: Test 1

September 20-October 18: Lynch

October 20: Test 2

October 25-November 15: Asturias

November 17: Test 3

November 29-December 1: Azuela & Geyer

Thursday, December 8: 8:00 A.M.-10:00 P.M., FINAL EXAMINATION

UAM Attendance Policy: Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangement should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Midterm Grade Policy: Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student,

they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert. Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Work Required: The student will participate in two ninety minute classes and be involved in at least six hours each week in studying, reviewing notes, reading the text(s), and reading other reference sources. Academic Engagement: 45 hours in classroom; Preparation: 90 hours; Overall Total Obligation: 135 hours.

Explanation of Grading Policy:

Grading Scale:

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F= 59 and below

UNIVERSITY OF ARKANSAS AT MONTICELLO SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES COURSE SYLLABUS

FALL 2023, MWF 11:10-12:00 P.M., MCB 226

Instructor Name: JOHN KYLE DAY, PH.D., PROFESSOR OF HISTORY

Instructor Location of Office: MEMORIAL CLASSROOM BUILDING 311

Instructor Phone: 870-460-1887

Instructor Email Address: <u>day@uamont.edu</u>

Office Hours: Monday through Friday: 8:00-9:00 A.M.; 2:00-3:00 P.M. and by appointment. Please note that I have an open-door policy. 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 Title and Credit Hours: HIST 3593-01: Arkansas History, (3 credit hours)

Prerequisites: NONE.

Required textbooks:

- 1. Arkansas: A Land and a People in Search of Identity, Day, Kendall Hunt, ISBN: 9781792446665.
- 2. Arkansas History: A Collegiate Reader, Day & Berry, Fountainhead, ISBN: 9781680367263.

Online bookstore: **UAM Bookstore.** See also

https://he.kendallhunt.com/product/arkansas-history

Blackboard Supplemental Student Success Support: This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

Course Description: Social, political, and economic evolution of Arkansas from the Spanish and

French explorations to the present.

Student Learning Outcomes: This course is an introduction to the breadth, sweep, and drama of Arkansas History. We will study the cultural, diplomatic, economic, political, and social development of the Arkansas people from the prehistoric era through the

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

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

- develop the ability to assess and think critically about historical issues and about the varied interpretations of those issues Course Readings, Discussions, & Primary Documents
- explain how the past relates to the present Course Readings & Discussions
- improve skills in reading, writing, synthesis, and analysis Course Readings, Primary Documents, & Exams
- gain an understanding of diversity and multi-culturalism All parts of this course as this is an inescapable byproduct of becoming more knowledgeable about our past.
- These outcomes are assessed throughout the semester on exams and written assignments.³

Course Assignments/Assessments: COURSE ASSIGNMENTS/ASSESSMENTS: Your grade for this course will based upon four examinations, each worth 25 percent of your grade. These examinations will consist of a combination of multiple choice and matching questions, as well as an original essay, 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. The exams will demonstrate your mastery of the course material. You will also need to purchase a large Scantron sheet (form 886-E) and pencils to take each of these exams, which can also be purchased at the UAM

³ Professors Henris and Silzell's syllabi.

Bookstore.

Special Dates of Concern:

August 16-September 11: Berry and Day, 1-94; Day, Introduction-Chap. 2.

September 13: Exam 1.

September 15-October 9: Berry and Day, 95-254; Day, Chap. 3-6.

Wednesday, October 11: Exam 2.

October 13-November 6: Berry and Day, 255-468.

Wednesday, November 8: Test 3.

November 10-December 1: Berry and Day, 470-628

Thursday, December 7, 10:30 A.M.-12:30 P.M.: Final Exam.

UAM Attendance Policy: Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangement should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Midterm Grade Policy: Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may

determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Work Required: The student will participate in three 50-minute classes and be involved in at least six hours each week in studying, reviewing notes, reading the texts, and reading other reference sources. Academic Engagement: 45 hours in classroom; Preparation: 90 hours; Overall Total Obligation: 135 hours.

Explanation of Grading Policy:

Grading Scale:

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F= 59 and below

UNIVERSITY OF ARKANSAS AT MONTICELLO SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES ONLINE SYLLABUS SPRING 2021

INSTRUCTOR NAME: J.K. Day, Ph.D., Professor of History

TELEPHONE: (870) 460-1887

CONSULTATION & EMAIL: I will log onto the Arkansas History Blackboard course module every day to check my email and assignments postings. The most expedient way to contact me is through the Blackboard module email. You can also reach me at my university email, day@uamont.edu.

OFFICE: MCB 311; OFFICE HOURS: Monday through Friday: 1:00-3:00 P.M. and by appointment (both in office and virtually. Please note that I have an open door policy. 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 speak with you at that time, then we can arrange an appointment at a mutually convenient time to do so.

VIRTUAL HOURS: Monday through Friday, 1:00-3:00 P.M.

COURSE TITLE AND HOURS: HIST 3593-90: ARKANSAS HISTORY ONLINE, Three Credit hours.

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

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. Online bookstore:

http://www.bkstr.com/uamontstore/shop/textbooks-and-course-materials. You are responsible for becoming familiar with the assigned readings as stipulated in the class calendar. You should have the reading completed and be prepared to form opinions, start asking questions, and proactively participate in the online discussion essays before you log on the dates stipulated herein. I suggest that you both try to read ahead, take extensive notes while you are reading, and then incorporate these notes into those that you read online, which will help you to stay up to speed and succeed in this course. The due dates for each reading are listed below in parentheses and in the class calendar.

- 1. Berry & Day, Arkansas History: A Collegiate Reader 2nd Ed.
- 2. Day, *Arkansas: A Story of a Land and a People* (Dubuque: Kendall Hunt, 2020). Also available in Ebook.

COURSE DESCRIPTION: Social, political, and economic evolution of Arkansas from the Spanish and French Explorations to the present day.

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

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

By successfully completing this course you, the student will:

- ◆ Understand and summarize the major political, social, cultural, and economic developments in Arkansas history from dawn of human migration to the present day.
- Distinguish between cultures as a part of understanding the cultural diversity of the human experience in Arkansas.
- Evaluate historical primary sources of different types in order to make historically valid and cogent arguments.

The career and employment skills that successful students should master in this class include:

- The ability to summarize and extract pertinent information from written texts.
- The ability to synthesize information and present it in an organized, coherent manner.
- ♦ Learning information that will improve personal interactions with those from different cultures.
- Fulfills the Arkansas History Requirement for teacher certification.

COURSE ASSIGNMENTS: The grading for this course will be determined by your performance on a mid-term examination, an out-of-class essay, the average of your graded assignments, and a final examination. Each will be worth one-fourth or 25 percent of your grade. The examinations will consist of answering a series of short identification questions, multiple choice, and short answer questions, as well as writing a comprehensive essay. All assignments and exams will be taken online.

SPECIAL DATES OF CONCERN (calendar subject to change):

January 12-14: Introduction & Orientation

January 17-February 8: Berry and Day, 1-94; Day, Introduction-Chap. 2.

Wednesday, February 9: Mid-Term Examination.

February 10-March 15: Berry and Day, 95-254; Day, Chap. 3-6.

Wednesday, March 16: research essay due.

March 17-April 28: Berry and Day, 255-628.

Friday, April 29: Make-Up Examination and all classwork due by 3:00 P.M.

Monday, May 2: Final Examination.

UAM ATTENDANCE POLICY: Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever

the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Students absent from two consecutive or a total of three class meetings or the neglect to submit two consecutive assignments will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

MID-TERM GRADE POLICY: Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

- MAKE-UP POLICY: 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 must be completed by Friday, April 29.
- FEEDBACK SCHEDULE: Most often, a student can expect a response to email within 24 hours Monday through Friday. No emails will be answered after 4:30 p.m. on Friday until the following Monday.
- METHOD OF DELIVERING ASSIGNMENTS: Please submit work as a Word document sent to Blackboard. Use Times New Roman, 12 point font with 1" side margins. All submissions should be titled with your last and first name and course title

(e.g., Smith, Joe EDUC2225). Be sure to have anti-virus software installed on your computer and update it regularly. You are advised to have Adobe Acrobat Reader installed on your computer as well as the latest version of Microsoft PowerPoint Reader. These programs are required for your online participation and are free to install. Most of your written material, however, must be written and submitted in the latest version of Microsoft Word 2007; no other format will be accepted. If you do not have this latest version installed on your computer, you will not be able to open my assignments and documents, so it is imperative that you have this version installed as soon as possible. For minimum technology requirements, visit:

http://kb.blackboard.com/pages/viewpage.action?pageId=38830689

WORK REQUIRED: The student will participate in at least nine hours each week in studying, reviewing notes, reading the text(s), and reading other reference sources online. Academic Engagement: 45 hours; Preparation: 90 hours; Overall Total Obligation: 135 hours.

EXPLANATION OF GRADING POLICY: The grading scale follows university standards: A (100-90); B (89-80); C (79-70); D (69-60); F (59 and below).

TECHNICAL SUPPORT INFORMATION

Blackboard Assistance:

Contact the Office of Instructional Technology during regular business hours, Monday-Friday from

8:00 a.m. to 4:30 p.m., at (870) 460-1063.

Help Link: http://www.uamont.edu/blackboard

Email Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036. The IT website also provides answers to frequently asked questions.

Website: http://www.uamont.edu/pages/resources/information-technology/it-for-students/

STUDENT SUPPORT SERVICES

Academic Alert System:

UAM is committed to your academic success. To help, UAM has developed an academic alert system to connect you with campus resources when needed. Faculty and staff members contribute directly to the academic alert system by submitting concerns about students who are exhibiting behaviors that will make it difficult for them to succeed. If an alert is submitted for you, you will receive an email or call from a professional academic advisor. Please respond to the contact you receive. If you have

any questions about the academic alert system, you may call the Office of Academic Advising at (870) 460-1633.

Career Services:

Student Success Center, Suite 201, (870) 460-1454

Career Counseling is available to each student to assist and prepare for academic and career success, help make sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research possible career choices. Students can also research pre- and post-graduate career opportunities.

Counseling Services:

Student Success Center, Room 204D, (870) 460-1554

As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about confidential mental health services available on campus via the UAM Counseling Services website at http://www.uamont.edu/pages/student-affairs/counseling/

The Center for Writing and Communication:

Taylor Library, Room 203, (870) 460-1378

The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Website: http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/

Library Services:

The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: http://www.uamont.edu/pages/library/

Student Special Services:

Any student with a documented disability should contact the Office of Student Special Services.

Monticello Campus

Location: Student Success Center, Room 201F

Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926

Mailing Address: P.O. Box 3600, Monticello, AR 71656

Email: whitingm@uamont.edu

McGehee Campus

Location: UAM College of Technology at McGehee Telephone: (870) 222-5360/Fax: (870) 222-1105

Mailing Address: P.O. Box 747, McGehee, AR 71654

Email: anderson-allen@uamont.edu

Crossett Campus

Location: UAM College of Technology at Crossett

Telephone: (870) 364-6414

Mailing Address: 1326 Highway 52 West, Crossett, AR 71635

Email: <u>paschall@uamont.edu</u>

Tutoring Center:

Student Success Center, Suite 203, (870) 460-1454

All students have access to free tutoring services. Drop-ins are welcomed or students can make an appointment. Tutoring Schedules are available to pick up. Night tutoring is available Monday-Thursday from 6:00 p.m. to 8:30 p.m.

Math Tutorial Lab:

Math and Science Center, (870) 460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

University Behavior Intervention Team:

The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call (870) 460-1110 or (870) 460-1554 during regular business hours.

In case of emergency or after office hours please call 911.

IMPORTANT POLICIES

Student Handbook:

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link: https://www.uamont.edu/life/pdfs/student-handbook2021.pdf

Academic Conduct Code Violation (page 14)

Classroom Behavior/Disruption Policy (page 14) Academic Standing & Suspension (page 16)

University Policy on Concealed Weapons:

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g).

UNIVERSITY OF ARKANSAS AT MONTICELLO SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES SYLLABUS

FALL SEMESTER 2021, MCB 226, TH: 9:40-10:00 A.M.

INSTRUCTOR NAME: J.K. Day, Ph.D., Professor of History

OFFICE LOCATION: MCB 311 TELEPHONE: (870) 460-1887

CONSULTATION & EMAIL: I will check my email every day. The most expedient way to contact me outside the classroom is at my university email, day@uamont.edu.

OFFICE AND VIRTUAL HOURS: Monday through Friday, 1:00-3:00 P.M. and by appointment. Please note that I have an open door policy. 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 speak with you at that time, then we can arrange an appointment at a mutually convenient time to do so.

COURSE TITLE AND HOURS: HIST 3633-01: *HISTORY OF THE AMERICAN SOUTH, 1815-PRESENT*

PREREQUISITES: HIST 2213 (ACTS 2113) & HIST 2223 (ACTS 2123)

REQUIRED READINGS AND COURSE MATERIALS:

- (1) A Narrative of the Life of Frederick Douglas (9/9).
- (2) T.J. Stiles, Jesse James: Last Rebel of the Civil War (9/30).
- (3) Ransom, et. al. I'll Take My Stand (10/21).
- (4) Pete Daniel, Lost Revolutions: The South in the 1950s (11/11).
- (5) John Coski, The Confederate Battle Flag: America's Most Embattled Emblem (11/30).

In order to succeed in this course, it is imperative that you acquire access to our readings. The books are available for purchase at the UAM bookstore. You are responsible for reading and understanding the books 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 in your notebook while you are reading, and use 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.

BLACKBOARD SUPPLEMENTAL STUDENT SUCCESS SUPPORT: This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

COURSE DESCRIPTION: The study of the social, political, and economic history of the American South from 1815 to the Present Day.

STUDENT LEARNING OUTCOMES: This course will study the American South from approximately 1815 to the present day. The first third of the course will study this region as it first emerged as a distinct geographic, demographic, cultural, and economic region that is today known as the Old South. We will then proceed through the great crisis of state during the Civil War and Reconstruction, and then trace the origins of the New South, emphasizing important themes such as populism, the rise of Jim Crow, the Great Migration, the southern literary renaissance, as well as the region's place within the New Deal and World War II. The latter third of the course will focus upon the transformative affects of the classical Civil Rights Movement, industrialization, as well as the reemergence of southern Republicanism and the region within the larger scheme of national politics. We will explore various themes related to these larger issues, including the changing status of women, gender roles, the transformation (or persistence) of southern culture and identity, the influx of modern consumer culture, and the efforts of black and white southerners to create self-identity and achieve peaceful coexistence.

This course will encourage you to learn just what exactly happened during this period of southern history, make sense of these facts by relating them to one another, and place these relationships into a meaningful whole that connects this period with both that which preceded it as well as today's current events. 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 both individual events as well as the entire period. We will, therefore, consider contemporary southern history on its own terms, and then reach our own conclusions with the benefit of a broadly based historical perspective.

COURSE ASSIGNMENTS/ASSESSMENTS: Your grade will be determined by your performance on a Mid-Term Examination (20 percent), a Final Examination (20 percent), a book reviews (20 Percent), an out-of-class essay (20 percent), and your attendance and participation throughout the duration of the course (20 percent).

Your reviews will be on your choice of one of our books, due on the first day of the book's discussion. The out-of-class essay will require you to write a research essay (approximately 10-12 pages) on topic of your choice, approved by me. The mid-term and final examinations will be taken in a bluebook with an ink pen, both of which can be purchased at the bookstore. Both examinations will entail writing an essay and answering five short identification items. The one essay will be chosen from a list of five possible questions and will be 70 percent of your examination grade. The short identification items will be chosen from a list of eight possible terms extrapolated from class materials. 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. The instructor 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.

SPECIAL DATES OF CONCERN (Dates subject to change):

DATE	ACTIVITY	READING	IMPORTANT EVENTS	
8/19	Introduction			
8/24-9/7	Lecture	book	review assignments due 8/26	
9/9	Discussion	Douglas		
9/14-9/28	Lecture		essay topic due 9/16	
9/30	Discussion	Stiles		
10/5	MID-TERM EXAMINATION: Please bring a bluebook!			
10/7-10/19	Lecture			
10/21	Discussion	Ransom, et. al.	essay outline/bibliography due10/21	
10/26-11/9	Lecture			
11/11	Discussion	Daniel		
11/16-11/18	Lecture			
11/18	RESEARCH	ESSAYS DUE by 3:00	P.M.	
11/30	Discussion	Coski		
12/2	Make-Up Exams; All materials due by 3:00 P.M.			
12/9, 8:00-10:00 A.M., FINAL EXAMINATION, Please bring a bluebook!				

UAM ATTENDANCE POLICY: Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.)

MAKE-UP POLICY: 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 December 2 during regular class time.

MID-TERM GRADE POLICY: Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

WORK REQUIRED: The student will participate in two (2) ninety (90) minute classes and be involved in at least six hours each week in studying, reviewing notes, reading the text(s), and reading other reference sources. Academic Engagement: 45 hours in classroom; Preparation: 90 hours; Overall Total Obligation: 135 hours.

EXPLANATION OF GRADING POLICY:

Grading Scale:

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F=59 and below

TECHNICAL SUPPORT INFORMATION:

Blackboard Assistance:

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: http://www.uamont.edu/pages/resources/academic-computing/

EMAIL ASISTANCE: Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m.-4:30 p.m.

LIBRARY SERVICES: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: http://www.uamont.edu/pages/library/.

ACADEMIC ALERT SYSYTEM: The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. Students who are academically struggling, have a high absenteeism, are exhibiting disruptive behavior or are having difficulty adjusting to campus life will be reported to the Office of Academic Affairs through the Academic Alert system.

THE CENTER FOR WRITING AND COMMUNICATION: The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Taylor Library, Floor 2, (870) 460-1378 http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/

UNIVERSITY TUTORING CENTER: Harris Hall, (870) 460-1454

All students have access to tutoring services on the 2nd floor of Harris Hall.

- STUDENT HANDBOOK: Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link: http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf
- UNIVERSITY BEHAVIOR INTERVENTION TEAM: The Behavior Intervention Team (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id= 10 or call 870-460-1454. In case of emergency please call 911.
- STUDENTS WITH DISABILITIES: Any student requiring special accommodations should contact the Office of Special Student Services located in Harris Hall Room 124; phone 870 460-1226; TDD 870 460-1626; Fax 870 460-1926; email:

UNIVERSITY OF ARKANSAS AT MONTICELLO Department of History The Medieval World Course Syllabus Fall 2022 MWF 10:10-11:00

Instructor Name: Dr. Sharon Silzell

Instructor Location of Office: MCB 305

Instructor Phone: 870-460-1847

Instructor Email Address: silzell@uamont.edu

Office Hours: MTWTH 11:00-12:00 and 1:00-2:00

F 11:00-12:00 and by appointment

Course Title and Credit Hours: HIST 3643 The Medieval World, 3 credit hours

Prerequisites: HIST1013 or HIST1023

Required textbooks, workbooks, supplementary materials:

- ❖ Jack Hartnell, *Medieval Bodies: Life and Death in the Middle Ages* (2019) ISBN 978-1324002161
- Patrick J. Geary, Furta Sacra: Theft of Relics in the Central Middle Ages (1991) ISBN 978-0691008622
- ❖ Ibn Tufayl, Hayy Ibn Yaqzan: A Philosophical Tale (2009) ISBN 978-0226303109
- R. Po-chia Hsia, Trent 1475: Stories of a Ritual Murder Trial (1996) ISBN 978-0300068726
- You will also read a novel of your choice, which you may purchase or obtain from a library.

Online bookstore: UAM Bookstore

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, grades, class discussions, etc.

Course Description:

This course exposes students to an in-depth social history of the medieval world. This semester we will concentrate on the intellectual, cultural, and religious history of the Mediterranean world, including non-European societies.

This course is writing intensive. You will be given many opportunities to improve your writing skills throughout the semester.

Student Learning Outcomes:

By the end of the semester the successful student will

> Understand and be able to articulate the importance of both secondary historical literature and

- primary source documents from a variety of genres.
- ➤ Demonstrate knowledge of the development of Mediterranean societies during the medieval period.
- Articulate myriad aspects of the cultural impact of Christianity and Islam, as well as the creation of and manifestations of the medieval mindset.
- ➤ Have a firm understanding of the impact of "others" both within and from outside medieval societies.
- > These outcomes are assessed throughout the semester on exams and written assignments.

Course Assignments/Assessments

Because this is an upper-division course, students are expected to come prepared to every class, ready to participate fully in discussions about the assigned primary document readings as well as the texts from secondary sources. Because the content of this course will be new to most students, completion of reading assignments is crucial to student success.

*	Reading assignments - 20 pts. x 10		200
**	Primary source exercises – 20 pts. x 5	100	
**	Essay on the book, <i>Medieval Bodies</i> (3-4 pages)	100	
**	Essay on the book, Furta Sacra: Theft of Relics (3-4 pages)		100
**	Essay on the book <i>Hayy Ibn Yaqzan</i> (2-3 pages)		50
**	Essay on the book, Trent 1475: Stories of a Ritual Murder (3-4 pages)	100	
**	Essay on the novel of your choice		100
**	Final Exam (Timed and closed-book)		100
*	Total		850

Details on each writing assignment will be posted on BlackBoard.

All assignments are due in class in card copy on the due date.

You may rewrite any essay except the novel essay for a maximum10-point grade improvement. These will be due one week after essays are returned. No late rewrites accepted.

Work Required:

Academic Engagement:

Attending Classes: 45 Hours

Preparation:

Reading: 45 Hours
Writing papers: 45 Hours
Overall Total Obligation: 135 Hours

Grade Assignment Grading Scale:

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F= 59 and below

Special Dates of Concern:

Wednesday 8/17	First day of course
Friday 8/19	Last day to add classes
Friday 8/19	Distant Mirror paragraph due
Friday 8/26	Bodies paragraph 1 due
Friday 9/2	Bodies paragraph 2 due
Friday 9/9	Bodies paragraph 3 due
Monday 9/12	Medieval Bodies Essay Due
Friday 9/16	Furta Sacra paragraph 1 due
Friday 9/23	Furta Sacra paragraph 2 due
Friday 9/30	Furta Sacra paragraph 3 due
Monday 10/3	Furta Sacra Essay due
Wednesday 10/5	Hayy Ibn Yaqzan worksheet 1 due
Friday 10/14	Hayy Ibn Yaqzan worksheet 2 due
Monday 10/17	Hayy Ibn Yaqzan Essay 1 due
Friday 10/21	Trent paragraph 1 due
Wednesday 10/26	Last Day to Drop Class for grade of "W"
Friday 10/28	Trent paragraph 2 due
Monday 10/31	Trent Essay due
November 21-25	Fall Break
Wednesday 11/30	Novel essay due
Tuesday 12/6 1:00-3:00	Final Exam

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangement should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Course-specific Attendance Policy/Participation Requirements:

CLASSROOM POLICIES

- I record attendance for administrative purposes only. **Students are responsible for all information presented during class whether you are there or not.**
- Please be sure that cell phones are silenced and put away during class.
- No headphones of any kind are allowed in class.
- If you plan to attend class, please come to class on time.
- You may use your laptop during class only for taking notes. If misuse of technology becomes an issue, such as being on the internet, checking email during class, or texting, then the entire class will forfeit the privilege of using technology while class is in session.
- Please be courteous and respectful to other students who are expressing opinions or asking questions.

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Academic Alert System

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. Students who are academically struggling, have a high absenteeism, are exhibiting disruptive behavior or are having difficulty adjusting to campus life will be reported to the Office of Academic Affairs through the Academic Alert system.

Academic Dishonesty

- 9. 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.

Academic Alert System

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. Students who are academically struggling, have a high absenteeism, are exhibiting disruptive behavior or are having difficulty adjusting to campus life will be reported to the Office of Academic Affairs through the Academic Alert system.

Academic Dishonesty

- 10. 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.
- 11. 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 in on the work submitted.
- 12. 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.
- 13. 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: I will report all instances of academic dishonesty to the university authorities and will impose the severest penalties allowed by the university, which can range from failing the course to expulsion from the university. All instances, without exception, will result, in the very least, a grade of zero on the assignment or exam.

Course Schedule – The Medieval World

UNIT 1 Science and Medicine - The medieval body in the physical world

Week 1 Reading: Excerpt from A Distant Mirror

Aug. 17 Class introduction

Aug. 19 Studying the Medieval World

Distant Mirror paragraph due

Week 2 Reading: Hartnell, pp. 1-108

Aug. 22 Workshop *Mirror* paragraphs

Aug. 24 Medieval Timeline

Aug. 26 Medieval Timeline II

Bodies paragraph 1 due

Week 3 Reading: Hartnell, pp. 109-202

Aug. 29 From the Black Death to Covid 19

Aug. 31 Black Death

Sept. 2 Primary Exercise – Black Death in Tuscany Bodies paragraph 2 due

Week 4 Reading: Hartnell, pp. 203-296

Sep. 5 Labor Day – No Class

Sep. 7 Medieval Medicine

Sep. 9 Arab Science and Medicine

Bodies paragraph 3 due

UNIT 2 Popular Religion – The medieval body in the spiritual world

Week 5 Reading: Geary, pp. ix-43

Sep. 12 The Church

Medieval Bodies essay due

Sep. 14 Monasteries

Sep. 16 More Monasteries

Furta Sacra paragraph 1 due

Week 6 Reading: Geary, pp. 44-86

Sep. 19 Popular Religion – The Greyhound Saint

Sep. 21 Wonderful Blood

Sep. 23 Islam

Furta Sacra paragraph 2 due

Week 7 Reading: Geary, pp. 87-134

Sep. 26 Islamic Law

Sep. 28 Sufism

Sep. 30 Primary Source Exercise: Islamic Saints

Furta Sacra paragraph 3 due

UNIT 3 Education and Philosophy – The medieval mind in an intellectual world

Week 8 Reading: Ibn Tufayl, pp. 3-6 and 95-135

Oct. 3 Furta Sacra Essay Due

Oct. 5 Transmission of knowledge in the Middle East

Hayy Ibn Yaqzan worksheet 1 due

Oct. 7 No Class

Week 9 Reading: Ibn Tufayl, pp. 135-166

Oct. 10 Arab Science

Oct. 12 Book History and Printing

Oct. 14 Primary Source Exercise – Islamic Learning

Hayy Ibn Yaqzan worksheet 2 due

UNIT 4 The Other – The medieval body and others

Week 10 Reading: Hsia, pp. xiii-68

Oct. 17 Jews and Christians

Hayy Ibn Yaqzan Essay Due

Oct. 19 Christian Heresies

Oct. 21 Sunni and Shi'a

Trent paragraph 1 due

Week 11 Reading: Hsia, pp. 69-135

Oct. 24 Race in the Middle Ages

Oct. 26 Islamic Women

Oct. 28 Primary Source Exercise: portrayals of medieval women Trent paragraph 2 due

UNIT 5 Community - The Medieval Body as a member of society

Week 12 Reading:

Oct. 31 Village Life

Trent Essay Due

Nov. 2 Cathedrals

Nov. 4 More Cathedrals

Week 13

Nov. 7 Islamic Spain

Nov. 9 The Reconquista

Nov. 11 Spanish Artifacts

Week 14

Nov. 14 Let's Eat

Nov. 16 Feasting and Fasting

Nov. 18 Primary Source Exercise: Excerpt from 1001 Nights

November 21-25 *** Fall Break ***

Week 15

Nov. 28 Film: Class Choice

Nov. 30 **Novel Essay Due**

Dec. 2 Review Final Exam

Week 16

Tuesday Dec. 6 1:00 - 3:00 Final Exam

UNIVERSITY OF ARKANSAS AT MONTICELLO HISTORY DEPARTMENT

COURSE SYLLABUS

Spring 2022 - MWF 9:10 a.m.

Instructor Name: Dr. Sharon Silzell

Instructor Location of Office: MCB 305

Instructor Phone: 870-460-1847

Instructor Email Address: silzell@uamont.edu

Office Hours: M-W 8:00-9:00 and 1:00-2:00

T-TH 11:00-12:00 and 1:00-2:00 F 8:00-9:00 and by appointment

Course Title and Credit Hours: HIST 3703 Modern Middle East, 3 credit hours

Prerequisites: HIST 1013 or HIST 1023

Required textbooks, workbooks, supplementary materials:

Cleveland and Bunton, A History of the Modern Middle East 6th ed. (2016) ISBN 081334980X.

☐ James L. Gelvin, *The Arab Uprisings: What Everyone Needs to Know* 2nd ed. (2015) ISBN 0190222751.

Dames L. Gelvin, The Israel-Palestine Conflict: One Hundred Years of War 3rd ed. (2016) ISBN 110761354X

Haggai Ram, Intoxicating Zion: A Social History of Hashish in Mandatory Palestine and Israel (2020)

ISBN 1503613917

Online bookstore: **UAM Bookstore**

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

Course Description: This course introduces students to the history of the Modern Middle East beginning with the Ottoman expansion into Europe, but focusing on the twentieth and twenty-first centuries.

Student Learning Outcomes:

After completing this course the student should be able to

- > Understand and be able to articulate the importance of both secondary historical literature and primary source documents from a variety of genres.
- > Demonstrate knowledge of many aspects of society in the modern Middle East including government, religion, gender, and culture.
- Articulate the impact of modernity on the Middle East as well as the impact of the Middle East on

the world.

➤ Have a firm understanding of the internal conflicts that have shaped this region of the world as well as the role of political Islam in society, politics, and international relations.

Course Assignments/Assessments:

Because this is an upper-division course, students are expected to come prepared to every class, ready to participate fully in discussions about the assigned primary document readings as well as the texts from secondary sources. Because the content of this course will be new to most students, completion of reading assignments is crucial to student success. To that end, there will be a series of quizzes over assigned readings. These quizzes are worth 10 points each and cannot be made up. Students may accumulate points from a maximum of 10 quizzes. Questions about primary and secondary readings will be on most exams. This course is writing intensive. Students will produce five short papers responding to news stories. These response papers are worth 20 points each. Additionally, students will write two essays, one article review, and one book review, each worth 100 points. Details of all written assignments will be posted on Blackboard, and are to be in 12 point Times New Roman font and double-spaced. Only hard copies will be accepted. Late assignments will incur a deduction of five points per day, no exceptions. Students will also take three closed-book in-class exams, each worth 100 points. If a student misses an exam, with the Instructor's permission, he or she will be allowed to make up the exam on the last day of the semester. Only one exam may be made up. Additionally, students will take 2 map quizzes worth 25 points each.

Article Review (3-4 pages)	100 pts
Media Responses 350 words (5 x 20 pts)	100 pts
Palestine Paper (3-4 pages)	100 pts
Arab Spring Paper (3-4 pages)	100 pts
Book Review (3-4 pages)	100 pts
Map Quizzes (2 x 25 pts)	50 pts
Reading Quizzes (10 x 10 pts)	100 pts
Exams (3 x 100 pts)	300 pts
Total	950 pts

Country Project

Student will each choose a country to focus on throughout the semester. Your Country Project will be comprised of three of the writing assignments listed above. The essays will be turned in individually on the due dates listed below. The Media Response Journals will be submitted in two parts as listed below. To access English-language news sites related to the Middle East, see:

http://www.thebigproject.co.uk/news/Middle%20East%20Newspapers%20in%20English.html#.WFrTRZJb5aW

Quizzes cannot be made up, but the two lowest scores will be dropped. You will take 12 quizzes and 10 will count toward your grade.

Special Dates of Concern: (does not include Reading Quizzes)

Wednesday 1/12	First day of course
Friday 1/14	Last day to add classes
Friday 1/21	Map Quiz
Friday 1/21	Country Selection Due

Monday 1/17	MLK Day
Wednesday 2/9	Media Journal Part I Due
Friday 2/11	Exam I
Friday 2/18	Article Review Due
Monday 3/14	Palestine Papers Due
Wednesday 3/16	Exam 2
Wednesday 3/30	Last day to drop class with grade "W"
Monday 4/4	Arab Spring Essays Due
Friday 4/15	Map Quiz
Friday 4/22	Book Review Due
Monday 4/25	Media Journal Part 2 Due
Monday 5/2	Exam Make Up
Friday, May 6, 10:30-12:30	Final Exam

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangement should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Course-specific Attendance Policy/Participation

Requirements:

- I record attendance for participation purposes, and students are responsible for all information presented during class whether they are there or not.
- Participation is defined as regular and meaningful contributions to class discussions.
- Please be sure that cell phones are silenced and put away during class.
- A facemask covering your mouth and nose must be worn at all time in the classroom.
- No headphones of any kind may be worn in class.
- If you plan to attend class, please come to class on time.
- You may use your laptop during class only for taking notes. If misuse of technology becomes an issue, such as being on the internet, checking email during class, or texting, then the entire class will forfeit the privilege of using technology while class is in session.

 Please be courteous and respectful to other students who are expressing opinions or asking questions.

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Work Required:

Academic Engagement:

Attending Classes: 45 Hours

Preparation:

Reading: 30 Hours

Writing and rewriting: 60 Hours Overall Total Obligation: 135 Hours

Explanation of Grading Policy: Grade Assignment:

Grading Scale:

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F= 59 and below

Academic Alert System

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. Students who are academically struggling, have a high absenteeism, are exhibiting disruptive behavior or are having difficulty adjusting to campus life will be reported to the Office of Academic Affairs through the Academic Alert system.

Academic Dishonesty

- 14. 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.
- 15. 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 in on the work submitted.
- 16. 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.
- 17. 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: reporting of all instances of academic dishonesty to the university authorities and will impose the severest penalties allowed by the university, which can range from failing the course to expulsion from the university. All instances, without exception, will result, in the very least, a grade of zero on the assignment or exam.

Course Schedule

Week 1

Jan. 12 Class introduction

Jan. 14 Rise of Islam

Week 2 Islam and the Middle East

Reading: Cleveland, 1-34

Jan. 17 MLK Day- No Class

Jan. 19 Rashidun

Jan. 21 Map Quiz; Primary: Pact of Umar; Country Selection Due

Week 3 The Turks are Coming

Reading: Cleveland, 35-57

Jan. 24 Umayyads and Abbasids

Jan. 26 Rise of the Ottomans

Jan. 28 Ottomans and Saffavids

Week 4 Modernize and Westernize!

Reading: Cleveland, 58-95

Jan. 31 Muhammad Ali in Egypt

Feb. 2 Suez

Feb. 4 Primary: Tanzimat

Week 5 Occupation

Reading: Cleveland, 96-110 Feb. 7 Brits in Egypt and Iran

Feb. 9 Media Journal Part I Due

Feb. 11 Exam

Week 6 War and Peace

Reading: Cleveland, 139-159

Feb. 14 World War I

Feb. 16 The Peace to End All Peace

Feb. 18 Article Review Due and Lawrence of Arabia

Week 7 Identities and Boundaries Shift

Reading: Cleveland, 206-256

Feb. 21 Palestine and Zionism

Feb. 23 A Jewish State

Feb. 25 Primary: Balfour Declaration

Week 8 Failure of Dreams

Reading: Cleveland, 307-349

Feb. 28 Iraq Mar. 2 1967

Mar. 4 No Class

Week 9 Egypt and Arabism

Reading: Cleveland, 286-326.

Reading: "The Martyr" From *The Looming Tower*, 9-37 (BB)

Mar. 7 Primary: UN Security Council Resolution 242

Mar. 9 Gamal Abd al-Nasser

Mar. 11 Islamism – Wahhabis and Muslim Brotherhood

Week 10

Mar. 14 Israel-Palestine Papers Due - Discussion

Mar. 16 Exam

Mar. 18 Current Events

March 21-25 *** Spring Break ***

Week 11 The Islamic Turn

Reading: Cleveland, 355-401

Mar. 28 Iran

Mar. 30 Iranian Revolution Apr. 1 The Islamic Turn

Week 12 Rise Up

Apr. 4 Arab Spring Essays Due - Discussion

Apr. 6 The Square

Apr. 8 The Square

Week 13 Women in the Middle East

Apr. 11 Qur'an, Hadith, and Women

Apr. 13 Modern Muslim Women

Apr. 15 Women and ISIS and Map Quiz

Week 14 The Prize

Apr. 18 Oil Part I

Apr. 20 Oil Part II

Apr. 22 Intoxicating Zion Book Review Due

Week 15 Wrapping Things Up

Apr. 25 Media Journal Part 2 Due

Apr. 27 Dealer's Choice

Apr. 29 Exam Review

Week 16

May 2 Make-Up Exams

Final Exam: Friday, May 6 at 10:30 AM

TECHNICAL SUPPORT INFORMATION

Blackboard Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036.

Help Link: https://www.uamont.edu/it/blackboard.html

Email Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-

Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036. The IT website also provides answers to frequently asked questions.

Website: https://www.uamont.edu/it/

STUDENT SUPPORT SERVICES

Academic Alert System:

UAM is committed to your academic success. To help, UAM has developed an academic alert system to connect you with campus resources when needed. Faculty and staff members contribute directly to the academic alert system by submitting concerns about students who are exhibiting behaviors that will make it difficult for them to succeed. If an alert is submitted for you, you will receive an email or call from a professional academic advisor. Please respond to the contact you receive. If you have any questions about the academic alert system, you may call the Office of Academic Advising at (870) 460-1633.

Career Services:

Student Success Center, Suite 201, (870) 460-1454

Career Counseling is available to each student to assist and prepare for academic and career success, help make sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research

possible career choices. Students can also research pre- and post-graduate career opportunities.

Counseling Services:

Student Success Center, Room 204D, (870) 460-1554

As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about confidential mental health services available on campus via the UAM Counseling Services website at https://www.uamont.edu/life/counseling/index.html

The Center for Writing and Communication:

Taylor Library, Room 203, (870) 460-1378

The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Website: https://www.uamont.edu/academics/arts-humanities/writing-center.html

Library Services:

The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: https://www.uamont.edu/academics/library/index.html **Student Special Services:**

Any student with a documented disability should contact the Office of Student Special Services.

Monticello Campus

Location: Student Success Center, Room 101G

Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926

Mailing Address: P.O. Box 3600, Monticello, AR 71656

Email: whitingm@uamont.edu

McGehee Campus

Location: UAM College of Technology at McGehee Telephone: (870) 222-5360/Fax: (870) 222-1105 Mailing Address: P.O. Box 747, McGehee, AR 71654

Email: anderson-allen@uamont.edu

Crossett Campus

Location: UAM College of Technology at Crossett

Telephone: (870) 364-6414

Mailing Address: 1326 Highway 52 West, Crossett, AR 71635

Email: paschall@uamont.edu

Tutoring Center:

Student Success Center, Suite 203, (870) 460-1454

All students have access to free tutoring services. Drop-ins are welcomed or students can make an appointment. Tutoring Schedules are available to pick up. Night tutoring is available Monday-Thursday from 6:00 p.m. to 8:30 p.m.

Math Tutorial Lab:

Math and Science Center, (870) 460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

University Behavior Intervention Team:

The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a

classmate are in need of help, please submit a concern at https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call (870) 460-1110 or (870) 460-1554 during regular business hours.

In case of emergency or after office hours please call 911.

IMPORTANT POLICIES

Student Handbook:

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link: https://www.uamont.edu/life/pdfs/student-handbook.pdf

University Policy on Concealed Weapons:

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g).

Updated 04/06/2021

HISTORY 3713 THE HISPANIC WORLD SINCE 1800

University of Arkansas at Monticello Spring 2021

Tuesday & Thursday, 11.10AM-12.30PM, MCB 201

Dr. Clinton Young E-mail: young@uamont.edu
Office: MCB 227 Office Phone: 870 460 1547

Office Hours: Mon.-Thurs. 10.00-11.00AM; 1.30-3.30PM; Fri. by appointment. Virtual office visits by phone, Zoom, or Blackboard Collaborate are highly encouraged.

Course Description and Student Learning Outcomes

This course will compare the historical trajectories of Spain and its former colonies in Latin America in the nineteenth and twentieth centuries. Although separated by the Atlantic Ocean, the nation-states of the Hispanic World develop politically, socially, and culturally in a similar manner. We will examine how tensions in Spain drove Latin American independence, how the Hispanic World struggled with liberalism and industrialization in the nineteenth century, and how this lead to the rise of populist revolts and authoritarian dictatorships in the twentieth century. We will also look at the involvement of the United States in the Hispanic World and developments in the borderlands regions of the American Southwest.

After successfully completing this course, students should be able to:

- ♦ Understand and summarize the major events and ideologies in Spanish and Latin America history since 1800.
- ♦ Distinguish between Hispanic cultures and come to understand the cultural diversity of the human experience.
- Evaluate historical primary sources of different types and use them to make historically valid and cogent arguments.

The career and employment skills that successful students should master in this class include:

- The ability to summarize and extract pertinent information from written texts.
- The ability to synthesize information and present it in an organized, coherent manner.
- Learning information that will improve personal interactions with those from different cultures.

Required Texts (Available at the UAM Bookstore, https://www.bkstr.com/uamontstore)

Domingo F. Sarmiento, Facundo (Penguin)
Helen Graham, The Spanish Civil War: A Very Short Introduction (Oxford)
Jeffrey Pilcher, Planet Taco (Oxford)

There will be additional readings as indicated in the course calendar; these will be available through Blackboard. Your computer will need to be equipped with a program that can read PDF files to access these readings. There will also be online videos to supplement the readings.

Course Requirements

Map Quiz5%Midterm Exam15%Final Exam15%Reading and Discussion Journals40% totalCurrent Event Analysis15%Participation & Professionalism10%

Reading Journals: Each week, you will be responsible for a 400 to 600 word analysis of what the week's reading tells us about the modern Hispanic world, using other texts and lecture as a reference. Journals will not summarize the plot or argument of readings; instead, they will focus on analysis of the readings and what they add to the narrative you are learning about the history of Europe. Journals are considered formal writing, and will use standard English grammar and mechanics; journals are expected to use concrete historical evidence and cite it appropriately. Journals will be submitted online through Blackboard, and are due each Wednesday by 11.30PM unless otherwise indicated. The lowest two journal scores will be dropped when calculating your final grade, and late journals will not be accepted.

Current Events Analysis: Throughout the semester, you will want to be tracking the news about Latin America and Spain, because you will be responsible for selecting a country to follow and present about to the class at the end of the semester. This will involve following the news from that country and figuring out what the current issues facing that country are, reading 5 articles about these from different new outlets (including, hopefully, an English-language version of a Spanish or Latin American news outlet), and explaining how these events relate to the history we have studied in class in a 10 minute presentation. Further instructions will be provided later in the semester.

COVID-19 Policies & Procedures

Masks: To help prevent transmission of COVID-19 and other infectious diseases, face masks will be worn in the classroom at all times; masks must cover the nose and mouth at all times. Sit only in marked desks, and do not move desks closer together. Try to maintain an appropriate distance from other students when entering and exiting the classroom. Students who fail to follow these or other university guidelines will be removed from the classroom.

Online Preparation: Students should be prepared to move to a completely on-line class setting at short notice. If you do not have reliable Internet access at home, be sure to research your options early in the semester. If this class goes online, you will be expected to participate in synchronous video discussions through Blackboard Collaborate during regularly scheduled class periods.

Virtual Office Hours: While your instructor will still have traditional, in-person office hours, you are highly encouraged to make use of virtual and remote means of contacting your instructor. You are encouraged to set up appointments via video conferencing, as well as using phone or e-mail. All Monday and Tuesday office hours will be virtual.

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.

<i>Week 1</i> 14 January	Introductory: Patterns across the Hispanic Atlantic
Week 2 "Towards I 19 January 21 January	Independence"; Begin <i>Facundo</i> The Bourbon Reforms in the Eighteenth Century Spanish Empire The Napoleonic Wars and the Cortes of Cádiz
Week 3 ☐ Continue F 26 January 28 January	Facundo; Americanos, Chapters 4-5 Independence Movements (I): Simón Bolívar and South America Independence Movements (II): Mexico Map Quiz Due on Blackboard by 7.00PM
Week 4 ☐ Conclude I 02 February 04 February	Facundo; Spain 1833-2002, Chapter 1; "Dios, Patria, Fueros, y Rey" The Rise of Caudillismo and the Problems of Latin American Liberalism Liberalism, Absolutism, and Carlism in Spain
Week 5 ☐ Begin Doñ 09 February 11 February	ta Perfecta; "Immigration and National Identity in Latin America, 1870-1930" The Monroe Doctrine, Texas, and Mexico Industrialization (I): European Influence and Immigration in Latin America
Week 6 ☐ Continue L 16 February 18 February	Doña Perfecta; "The Mythmaker's Fandango"; watch "Lost LA: Borderlands" online Industrialization (II): The Rise of Catalan Nationalism Fantasy Pasts (I): California Vieja and the Destruction of Indigenous Populations in Latin America
Week 7 ☐ Conclude I 23 February 25 February	Doña Perfecta; "Liberalism and Reaction" The Spanish-American War The Generation of '98 and Regenerationism
Week 8 "Inventing 02 March 04 March 07 March	an Ancient Past for a Modern Form" Fantasy Pasts (II): Gypsies, Romanticism, and Spanish Identity The Nineteenth Century Hispanic World in Historical Perspective Events Analysis: Topic Sign-up Due to Blackboard by 11.30PM Midterm Exam due to Blackboard by 11.30PM
Week 9 ☐ "Land and 09 March 11 March	Liberty"; Insurgent Mexico, Part II ("Francisco Villa"); watch Redes The Mexican Revolution Populist Politics in Mexico and Central America

Week 10 The Spanish Civil War, Chapters 1-3 and begin Homage to Catalonia; watch "Land Without Bread" 16 March The Second Republic and the Crisis of Liberal Democracy 18 March The Spanish Civil War (I) Events Analysis: Topics Due to Blackboard by 11.30PM Week 11 The Spanish Civil War, Chapters 4-6 and continue Homage to Catalonia; explore the digital exhibits at the Southworth Spanish Civil War Collection (online) The Spanish Civil War (II) 23 March 25 March Dictatorship (I): The Franco Regime Week 12 Bacardi and the Long Fight for Cuba, Chapters 13-16; watch "Cold War: Cuba" 30 March Dictatorship (II): Peronism 01 April Dictatorship (III): Cuba from Batista to Castro Events Analysis: Topic Development Due to Blackboard by 11.30PM Week 13 Begin Planet Taco; Spain 1833-2002, Chapter 6; The Spanish Civil War, Chapter 7; watch "The Many Faces of Spain" 06 April Dictatorship (IV): The Apertura and the End of the Franco Regime 08 April Democratization (I): The Democratic Transition in Spain Week 14 Continue Planet Taco; selection from The United Fruit Company in Latin America; watch "Cold War: Backyard" 13 April Democratization (II): Liberation Theology vs. Bureaucratic Authoritarianism 15 April Democratization (III): U.S. Intervention in Central America Week 15 Conclude *Planet Taco* 20 April **Current Events Presentations** The Twentieth Century Hispanic World in Historical Perspective 22 April Finals Week

30 April (Fri.) Final Exam Period, 1.00-3.00PM; Final Exam Due to Blackboard by 11.30PM

A Note Regarding Your Success

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

^{**}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.

running into significant academic difficulty, do not hesitate to meet with me to make sure you do as well academically as you possibly can.

AND NOW FOR THE COMPLETELY INSANE AMOUNT OF BOILERPLATE INFORMATION MANDATED BY THE UNIVERSITY, MOST OF WHICH YOU WILL NEVER READ WILLINGLY.

REGARDLESS OF WHETHER OR NOT YOU PAY ATTENTION TO THESE SECTIONS, YOU ARE REQUIRED TO ABIDE BY ALL POLICIES HEREIN.

Grading Policies

Grading Scale:	100%-90%	Α	89%-80%	В	79%-70%	C
· ·	69%-60%	D	59%-0%	F		

Midterm Grades: Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades. Midterm grades and absences will be posted on WeevilNet no later than one week before the drop date. All students with a "D" or "F" will be reported to Academic Alert. Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Average Amount of Work: Students who wish to succeed in this class will need to participate in the three fifty minute class sessions per week and spend a minimum of six hours each week in reading the assigned texts, completing assignments, and studying for exams; this will come to no less than 135 hours during the semester_

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. Students who sleep in class, use their cell phones in class, or are otherwise mentally absent will not be counted as present.

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.

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.

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

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link: http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf.

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.

Blackboard and Technical Support Information

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, etc.

For issues with Blackboard, contact the Office of Academic Computing which is open Monday-Friday, 8.00AM-4.30PM: 870 460-1663. Or contact the Help Desk at: http://www.uamont.edu/blackboard.

For issues with e-mail, contact the Office of Information Technology which is open Monday-Friday, 8.00AM-4.30PM: 870 460-1036. The IT website also provides answers to frequently asked questions at http://www.uamont.edu/pages/resources/information-technology/it-for-students/.

Please be aware that while the instructor of this course has a vast knowledge of history, he does not have a degree in computing—and is probably just as frustrated with Blackboard as you are. All problems arising from technical issues with Blackboard need to be addressed to the Office of Academic Computing and the Help Desk.

Emergency/Interruption in Computer Service Policy

Prepare for unexpected computer problems and emergencies. Understand that problems and glitches do occur in online learning as they do in any learning environment; have a back-up plan such as using the computers at a local library for submitting assignments and taking tests in case your computer crashes or your Internet service is interrupted.

<u>NOTE:</u> Computer and/or internet problems <u>will not</u> be considered an acceptable excuse for not completing quizzes, discussion boards, assignments, or exams. This is doubly the case for students who wait until the last minute to complete their work.

You are strongly advised *not* to use smart phones or tablets to complete quizzes or tests as these devices can be less stable than actual computers. It is best to use a desktop or laptop computer to take tests and complete assignments. You are also strongly advised *not* to use a wireless connection to take tests and complete assignments, as a dropped wireless signal can result in a test closing prematurely. Use a computer with an Ethernet connection instead.

Student Support Services

Academic Alert System: UAM is committed to your academic success. To help, UAM has developed an academic alert system to connect you with campus resources when needed. Faculty and staff members contribute directly to the academic alert system by submitting concerns about students who are exhibiting behaviors that will make it difficult for them to succeed. If an alert is submitted for you, you will receive an email or call from a professional academic advisor. Please respond to the contact you receive. If you have any questions about the academic alert system, you may call the Office of Academic Advising at (870) 460-1633.

Career Services: Career Counseling is available to each student to assist and prepare for academic and career success, help make sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research possible career choices. Students can also research pre- and post-graduate career opportunities. Location: Student Success Center, Suite 201, (870) 460-1454.

The Center for Writing and Communication: The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Location: Taylor Library, Room 203, (870) 460-1378. Website: http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/.

Counseling Services: As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about confidential mental health services available on campus via the UAM Counseling Services website at http://www.uamont.edu/pages/student-affairs/counseling/. Location: Student Success Center, Room 204D, (870) 460-1554.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: http://www.uamont.edu/pages/library/.

Student Special Services: Any student with a documented disability should contact the Office of Student Special Services. Location: Student Success Center, Room 201F. Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926. Email: whitingm@uamont.edu.

Tutoring Center: All students have access to free tutoring services. Drop-ins are welcomed or students can make an appointment. Tutoring Schedules are available to pick up. Night tutoring is available Monday-Thursday from 6:00 p.m. to 8:30 p.m. Location: Student Success Center, Suite 203, (870) 460-1454.

University Behavior Intervention Team: The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at

https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call (870) 460-1110 or (870) 460-1554 during regular business hours. In case of emergency or after office hours please call 911.

<u>University Policy on Concealed Weapons (As Enacted by the State Legislature that Ranks Last in the Nation for the Number of Members with College Degrees)</u>

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g). _

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 11 January Last day to withdraw from classes 27 March

HISTORY 4013 HISTORY OF EUROPEAN POPULAR CULTURE

University of Arkansas at Monticello Spring 2022

Tues. & Thurs. 11.10AM-12.30PM, MCB 201

Dr. Clinton Young E-mail: young@uamont.edu
Office: MCB 225 Office Phone: (870) 460 1147
Office Hours: Mon., Tues., Wed., Thurs., Fri. 8.00-9.00AM; and by appointment.

Course Description & Goals

This course will examine European popular culture in the nineteenth and twentieth centuries. Through a focus on the development of popular literature, music and musical theatre, and film, we will examine how culture became a commodity—as well as how culture became separated into two strands, "popular" and "elite." We will examine the political role of popular culture, in particular how it was shaped by (and helped to shape) nationalism, totalitarianism, and the Cold War. Finally, we will also examine critiques of popular culture and its role in society as such critiques developed over the last two centuries.

After completing this course, students who have done all the required work will be able to:

- Understand the role that historical forces play in the development of culture.
- ♦ Analyze primary sources of different types and use them to make historically valid and cogent arguments.
- Apply ideas and formulas from the study of historical popular culture to analyze and understand the underlying ideas of contemporary popular culture.

The career and employment skills that successful students should master in this class include:

- The ability to summarize and extract pertinent information from written texts.
- The ability to synthesize information and present it in an organized, coherent manner.
- Learning information that will improve personal interactions with those from different cultures.

Required Texts (Available from the UAM Bookstore)

Alexandre Dumas, <i>The Black Tulip</i> (Penguin)
Arthur Conan Doyle, The Adventures of Sherlock Holmes (Oxford)
John Buchan, Greenmantle (Oxford)
Agatha Christie, Death on the Nile (HarperCollins)
Ian Fleming, From Russia, with Love (Thomas & Mercer)

The Dumas, Doyle, and Buchan books are available for free at various internet websites; however, those editions will lack the explanatory endnotes of the print editions that may help you to understand the nuances of the texts.

There will also be additional short readings as indicated in the schedule at the end of the syllabus; these will be available through Blackboard. Your computer will need to be equipped with a program that can read PDF files to access these readings.

Course Requirements

Midterm Exam20%Final Exam25%Reading/Viewing Journals40% totalParticipation & Professionalism15%

Reading/Viewing Journals: For each text we read, you will be responsible for a 400 to 600 word analysis of what the reading tells us about the nature of popular culture. Journals will not summarize the plot or argument of readings; instead, they will focus on analysis of the readings and what they add to what you are learning about popular culture through the readings and lectures. Journals are considered formal writing, and will use standard English grammar and mechanics; journals are expected to use concrete historical evidence and cite it appropriately. Journals will be submitted online through Blackboard, and are due by 11.30PM the night before discussion, (except the East Side Story journal, which will be due after you screen the film). Late journals will not be graded.

Exams: The course exams will be take-home essays. You will be assigned writing prompts and formal instructions at least one week before each exam is due. No make-up exams will be given for any reason, and since exams are submitted online, no late work will be accepted.

Average Amount of Work: Students who wish to succeed in this class will need to participate in the three fifty minute class sessions per week and spend a minimum of six hours each week in reading the assigned texts, reviewing notes, and studying the course material; this will come to a minimum of 135 hours during the semester.

COVID-19 Policies & Procedures

Masks: As per current university guidelines, to help prevent transmission of COVID-19 and other infectious diseases, face masks will be worn indoors when social distancing cannot be maintained; masks must cover the nose and mouth at all times. Try to maintain an appropriate distance from other students when entering and exiting the classroom. Regardless of your personal feelings about masking, please respect other students and faculty who may be caring for those who cannot be vaccinated and work to keep everybody safe.

Virtual Office Hours: While your instructor will still have traditional, in-person office hours, you are highly encouraged to make use of virtual and remote means of contacting your instructor. You are encouraged to set up appointments via video conferencing, as well as using phone or e-mail.

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.

12 January	Introductory: Defining Popular Culture
Week 1 ☐ Begin The 18 January 20 January	Black Tulip Changes in European Musical Life, 1750-1850 European Politics, Romanticism, and Grand Opera
Week 2 ☐ Finish The 25 January 26 January 27 January	Black Tulip The Origins of Popular Literacy Reading Journal #1 Due, 11.30PM Discussion: The Black Tulip
Week 3 ☐ Karl Marx, 31 January 01 February 03 February	"Commodities"; begin <i>The Adventures of Sherlock Holmes</i> Reading Journal #2 Due, 11.30PM Discussion: The Fetishism of the Commodity The History and Theory of Detective Fiction
Week 4 ☐ Continue T 08 February 10 February	The Adventures of Sherlock Holmes; listen to "Whodunnit? Clever Pipe Smokers" Victorian Intellectual Currents Operetta
Week 5 ☐ Finish The 14 February 15 February 17 February	Adventures of Sherlock Holmes; Thorstein Veblen, "Conspicuous Consumption" Reading Journal #3 Due, 11.30PM Discussion: The Hound of the Baskervilles The Rise of the Department Store
Week 6 ☐ Begin Gree 21 February 22 February 23 February	Reading Journal #4 Due, 11.30PM Discussion: Conspicuous Consumption Orientalism and Europe's Others
Week 7 Continue 6 01 March 03 March 04 March	Early European Cinema and Expressionism World War I and its Cultural Aftershocks Midterm Exam Due, 11.30PM
Week 8 Conclude 6 7 March 8 March 10 March	Greenmantle; begin Death on the Nile; listen to "The Life and Death of Agatha Christie" Reading Journal #5 Due, 11.30PM Discussion: Greenmantle Cozy vs. Hard-Boiled: Detective Fiction in the Golden Age

Week 9 Continue *Death on the Nile*; Raymond Chandler, "The Simple Art of Murder" 15 March Jazz in Interwar Europe 16 March Reading Journal #6 Due, 11.30PM Discussion: Death on the Nile and "The Simple Art of Murder" 17 March 22 & 24 March: Spring Break Week 10 29 March Totalitarian Popular Culture Film Screening: East Side Story 31 March Reading Journal #7 Due, 11.30PM 01 April Week 11 Adorno & Horkheimer, "The Culture Industry"; watch "The Soviet Holiday Camp" Reading Journal #8 Due, 11.30PM 04 April Discussion: The Frankfurt School 05 April 07 April No Class Week 12 Begin From Russia, with Love; listen to "The James Bond Theme Tune" 12 April Americanization 14 April Ian Fleming and Cold War Popular Culture Week 13 Finish From Russia, with Love

19 April European Cinema: Neo-Realism and the New Wave

Reading Journal #9 Due, 11.30PM 20 April 21 April Discussion: From Russia, with Love

Week 14

DiNora, "Music as a Device of Social Ordering"; listen to "The Sound of Muzak"

25 April Reading Journal #10 Due, 11.30PM

26 April Discussion: The Sociology of Popular Culture

28 April TBA

Finals Week

Final Exam Period: Film Screening and Final Discussion 06 May (Fri.)

Final Exam Due, 11.30PM

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!

^{**}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.

AND NOW FOR THE COMPLETELY INSANE AMOUNT OF BOILERPLATE INFORMATION MANDATED BY THE UNIVERSITY, MOST OF WHICH YOU WILL NEVER READ WILLINGLY.

REGARDLESS OF WHETHER OR NOT YOU PAY ATTENTION TO THESE SECTIONS, YOU ARE REQUIRED TO ABIDE BY ALL POLICIES HEREIN.

Grading Policies

Grading Scale:	100%-90%	A	89%-80%	В	79%-70%	C
_	69%-60%	D	59%-0%	F		

Midterm Grades: Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet no later than one week before the drop date. All students with a "D" or "F" will be reported to Academic Alert. Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Average Amount of Work: Students who wish to succeed in this class will need to participate in the three fifty minute class sessions per week and spend a minimum of six hours each week in reading the assigned texts, completing assignments, and studying for exams; this will come to no less than 135 hours during the semester.

Code of Conduct and Professionalism

Students will not disturb normal classroom procedures and instruction. Disruptive conduct includes but is not limited to violent, noisy actions, profane or obscene language, intoxication, verbal abuse/slander, quarreling, fighting, threats to safety to oneself or others and failure to comply with the directions of a university official (reference: UAM Student Handbook). A faculty member may, at his or her discretion, dismiss a disruptive student from the classroom for the balance of the class period and, at the faculty member's discretion, consider the missed class time as an unexcused absence.

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. Students who sleep in class, use their cell phones in class, or are otherwise mentally absent will not be counted as present.

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 will treat late arrivals as absences without advance notification.

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.

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

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link: http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf. See especially the sections on Academic Conduct Code Violation (page 14), Classroom Behavior/Disruption Policy (page 14), and Academic Standing & Suspension (page 16).

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.

Blackboard and Technical Support Information

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, etc.

For issues with Blackboard, contact the Office of Academic Computing which is open Monday-Friday, 8.00AM-4.30PM: 870 460-1663. Or contact the Help Desk at: http://www.uamont.edu/blackboard.

For issues with e-mail, contact the Office of Information Technology which is open Monday-Friday, 8.00AM-4.30PM: 870 460-1036. The IT website also provides answers to frequently asked questions at http://www.uamont.edu/pages/resources/information-technology/it-for-students/.

Please be aware that while the instructor of this course has a vast knowledge of history, he does not have a degree in computing—and is probably just as frustrated with Blackboard as you are. All problems arising from technical issues with Blackboard need to be addressed to the Office of Academic Computing and the Help Desk.

Student Support Services

Academic Alert System: UAM is committed to your academic success. To help, UAM has developed an academic alert system to connect you with campus resources when needed. Faculty and staff members contribute directly to the academic alert system by submitting concerns about students who are exhibiting behaviors that will make it difficult for them to succeed. If an alert is submitted for you, you will receive an email or call from a professional academic advisor. Please respond to the contact you receive. If you have any questions about the academic alert system, you may call the Office of Academic Advising at (870) 460-1633.

Career Services: Career Counseling is available to each student to assist and prepare for academic and career success, help make sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research possible career choices. Students can also research pre- and post-graduate career opportunities. Location: Student Success Center, Suite 201, (870) 460-1454.

The Center for Writing and Communication: The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Location: Taylor Library, Room 203, (870) 460-1378. Website: http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/.

Counseling Services: As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about confidential mental health services available on campus via the UAM Counseling Services website at http://www.uamont.edu/pages/student-affairs/counseling/. Location: Student Success Center, Room 204D, (870) 460-1554.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: http://www.uamont.edu/pages/library/.

Student Special Services: Any student with a documented disability should contact the Office of Student Special Services. Location: Student Success Center, Room 201F. Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926. Email: whitingm@uamont.edu.

Tutoring Center: All students have access to free tutoring services. Drop-ins are welcomed or students can make an appointment. Tutoring Schedules are available to pick up. Night tutoring is available Monday-Thursday from 6:00 p.m. to 8:30 p.m. Location: Student Success Center, Suite 203, (870) 460-1454.

University Behavior Intervention Team: The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at

https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call (870) 460-1110 or (870) 460-1554 during regular business hours. In case of emergency or after office hours please call 911.

<u>University Policy on Concealed Weapons (As Enacted by the State Legislature that Ranks Last in the Nation for the Number of Members with College Degrees)</u>

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed

by an individual who has a concealed handgun permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g). _

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 10 January
Last day to withdraw from classes 18 March

UNIVERSITY OF ARKANSAS AT MONTICELLO

School of Social and Behavioral Sciences American Environmental History

Spring 2023 – MCB 201 MW 1:10pm – 2:30 p.m.

Instructor Name: John Henris

Instructor Location of Office: MCB 200 (227)

Instructor Phone: Give the complete extension: 870-460-1163.

Instructor Email Address: henris@uamont.edu

Office Hours: MW 11:00am – 1:00pm & TTH (12:30 – 3:00pm or by appointment.

Course Title and Credit Hours: HIST 4023-01, American Environmental History, 3 Credit Hours

Prerequisites: American History I

Required textbooks, workbooks, supplementary materials: Include name of textbook,

author, publisher, edition, and ISBN number.

All class readings are OER this semester and available by in-class handout or through the course Blackboard Website.

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

Course Description:

American Environmental History is a study of human interaction with the environment and the transformation of the landscape and ecology of North America from the Indian period to the present, with special attention to the progressive alterations induced by the modernizing world of agriculture, industry, urbanism, and their relation to the market system in the United States. By the end of this course, students will have acquired a workable understanding of the events, experiences, and the popular myths that continue to exist about the field and about the historic development of American environmental thought. To supplement lecture, students will engage critically in various forms of class materials, including scholarly monographs and articles, primary source readings, movies, class discussion, interpretative essays, and multifaceted exams.

Student Learning Outcomes:

By the conclusion of the course you should be able:

- To develop the ability to assess and think critically about historical issues and about the varied interpretations of those issues Course Tests, Course Place Paper, and Course Discussions
- To explain how the past relates to the present Course Discussions
- To improve skills in reading, writing, synthesis, and analysis Course Place Paper
- To gain an understanding of diversity and multi-culturalism All parts of this course as this is an inescapable byproduct of becoming more knowledgeable about our past.

Course Assignments/Assessments:

- 100pts Exam 1 (Midterm) Closed Book
- 100pts Exam 2 (Final) Closed Book
- 020pts What is Environmental History? Reading Discussion 18 January
- 180pts Course Module Writing & Reading Discussions (Six @ 30pts each for 180pts)
- 200pts Environmental "Place" Paper & Four Project Development Assignments See In-Class Rubric
- Total Course Points: 600

Course Exams – Course Tests will be closed notes and book with the possible exception of one 3x5 notecard and will consist of essay and/or short answer questions, maps, and multiple-choice questions at the instructor's description and may vary for test to test depending on the material covered. Additionally, tests my include photos,

illustrations, or excerpts from primary documents discussed in class or assigned as reading.

Course Module Readings & Discussions – This grade will be made awarded based on six 30pt grades derived from class writing and discussion based upon primary and secondary sources provided for each module on Blackboard. The writing portion will be generally due each Sunday evening prior to the introduction of a new course module and will consist of roughly three pages of written response. The second half of this grade will come from class discussion of reading and lecture materials over the following two weeks.

Environmental "Place" Paper – This is assignment is based almost directly on the one developed by Dr. William Cronon, one of the founders and most influential scholars in the field of environmental history. This assignment is worth 200pts total and will consist of a subject/research questions assignment, sources assignment, rough draft, final draft, and short presentation at the end of the semester. More detail will be provided in an overview and rubric handout about the project on 18 January (WK 1).

Special Dates of Concern:

- Last day to add/drop this class: 13 January

- Last day to withdraw from this class: 29 March

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Course Assignment Make-Up Work Policy:

Course quizzes and readings discussions cannot be made up; instead, I will simply drop the two lowest grades (including zeroes for non-attendance or submittal) for quizzes, in-class activities, and readings discussions/assignments for the first ten assignments and your final quiz and written assignment score will be based upon the total points from your remaining. Additionally, I will drop one score for every six after the first ten assignments. Course tests, with the exception of the final test, may be made up under certain circumstances. There is a single day set aside in the course syllabus (The Friday just prior to Thanksgiving Break) where you may sign up in

advance to make up one single missed test, no questions asked.

Work Required:

Academic Engagement: (45 Hours)

- Attend Class: 45 Hours
- Take quizzes and exams: 4 Hours

Preparation: (90 Hours)

- Read required materials for class: 45 Hours
- Review notes and study for test: 45 Hours

Overall Total Obligation: 135 Hours

- Grade Assignment & Scale:
 - o A 600 540
 - o B 539 480
 - \circ C 479 420
 - o D 419 360
 - \circ F 359 0

American Environmental History Calendar of Readings & Assignments:

- WK Intro (11 January)
 - o 11 January Course Introduction
 - o 13 January (Friday) Last Day to Drop/Add Courses
- WK 1 (18 January) What is Environmental History?
 - o 16 January MLK Day (No Classes)
 - What is Environmental History? Blackboard Readings
 - o What is Environmental History? (Writing Response) Tuesday 17 January
- WK 2-3 (23 January 1 February) Module 1: New England, 1600 1920
 - Module 1 Blackboard Readings
 - o Module 1 Writing Response Sunday 22 January
 - o 1 February "Place" Paper Subject/Research Question Due
- WK 4-5 (6 15 February) Module 2: State & National Parks, 1800 1890
 - Module 2 Blackboard Readings
 - Module 2 Writing Response Sunday 5 February
- WK 6-7 (20 February 1 March) Module 3: Conservation & Preservation, 1890 1920
 - Module 3 Blackboard Readings
 - o Module 3 Writing Response Sunday 19 February
 - o 1 March "Place" Paper Sources Overview Due
- WK 8 (6 8 March) Course Midterm
 - o 6 March Midterm Review
 - o 8 March (Wednesday) Midterm Exam
- WK 9 -10 (13 30 March) Module 4: Ecology, Dust Bowl, & Wilderness, 1920 1964
 - Module 4 Blackboard Readings
 - o Module 4 Writing Response Sunday 12 March
 - o 20 22 March No Classes (Spring Break)
 - o 29 March Last Day to Drop Course With a "W" Grade.
- WK 11-12 (3 12 April) Module 5: Consumption, Global War, and the Atomic Age, 1914 1968
 - o Module 5 Blackboard Readings
 - Module 5 Writing Response Sunday 2 April

- o 3 April "Place" Paper Drafts Due
- WK 13-14 (17 26 April) Module 6: Postwar Environmentalism and Backlash, 1964 2023
 - o Module 6 Blackboard Readings
 - o Module 6 Writing Response Sunday 16 April
 - o "Place" Paper Presentations Ongoing During These Two Weeks
- WK 15/16 (1 8 May) Last Class 8 Finals Week
 - o 1 May Final Exam Review
 - o 1 May Final "Place" Paper Due
 - **Final Exam: Wednesday 3 May (3:30 5:30)**

UNIVERSITY OF ARKANSAS AT MONTICELLO DEPARTMENT of HISTORY THE CRUSADES COURSE SYLLABUS

Spring 2023 – MWF 10:10 a.m.

Instructor Name: Dr. Sharon Silzell

Instructor Location of Office: MCB 305

Instructor Phone: 870-460-1847

Instructor Email Address: silzell@uamont.edu

Office Hours: MW 11:00-12:00 and 1:00-2:00

TTH 10:00-11:00 and 1:30-2:30 F 11:00-12:00 and by appointment

Course Title and Credit Hours: HIST 4043 The Crusades, 3 credit hours

Prerequisites: HIST 3513 or permission from the instructor

Required textbooks, workbooks, supplementary materials:

1 auf M. Cobo, The Ruce for Turadise. An Islamic History of the Crusades (Oxford) 15DIN
0199358117
Jonathan Riley-Smith, <i>The First Crusaders</i> , 1095-1131 (Cambridge) ISBN 0521646030
Usama ibn Munqidh, The Book of Contemplation: Islam and the Crusades Translated by Paul M
Cobb (Penguin) ISBN 0140455132
Jonathan Riley-Smith, What Were the Crusades 4th ed. (Ignatius Press) ISBN 9781586173609

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, handouts, supplemental resources, and grades.

Course Description:

This course entails an in-depth investigation of the history of the crusades to the Middle East between 1095 and 1291 CE. By examining a variety of European and Arabic (translated) sources produced during and after the conflicts, as well as secondary source materials, students will gain a greater understanding of the role played by the crusades in the histories and memories of both Christian and Muslim societies.

Student Learning Outcomes:

By the end of the semester, the successful student will understand what the crusades meant to European participants, both men and women, and how these conflicts impacted societies in the Middle East. Additionally, students will have gained the tools necessary to identify the continuing legacies of these medieval wars in the modern world. If you miss the midterm exam for an excused reason, it must be made up within one week of the original date.

This course is writing intensive. You will be given many opportunities to improve your writing skills throughout the semester.

Because this is an upper-division course, students are expected to come prepared to every class, ready to participate fully in discussions about the assigned primary document readings as well as the texts from secondary sources. Because the content of this course will be new to most students, completion of reading assignments is crucial to student success. The instructor reserves the right to institute reading quizzes if students are not completing reading assignments. Questions about primary and secondary readings will be on both exams.

Course Assignments/Assessments:

	Essay on the book, <i>The First Crusaders</i> , 1095-1131 (3-4 pages)	100	
	Essay on the book, <i>Book of Contemplation</i> (3-4 pages)	100	
	Midterm Exam	100	
	Book Review, What Were the Crusades (3-4 pages)		100
	Primary Source Exercises and Discussions (8 x 25)		200
	Final Exam		100
\triangleright	Total		700

Details on each writing assignment will be posted on BlackBoard.

You may rewrite any essay, except response papers and your book review, for a maximum 10-point grade improvement. These will be due one week after essays are returned. No late rewrites accepted.

Midterm Exam may be made up only in extraordinary circumstances.

Work

Required:

Academic Engagement:

Attending Classes: 45 Hours

Preparation:

Reading: 45 Hours Writing papers: 45 Hours Overall Total Obligation: 135 Hours

Grade

Assignment

Grading

Scale:

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F=59 and

below

Special Dates of Concern:

Wednesday 1/11	First day of course
Friday 1/13	Last day to add classes
Monday 1/16	MLK Day –No Class
Monday 2/6	First Crusaders Essay Due
Friday 3/3	Exam 1
Friday 3/10	Ibn Munqidh Essay Due
Wednesday 3/29	Last day to drop class with grade "W"
Monday 4/10	Extra Credit Due
Friday 4/28	Book Review Due
Thursday 5/4	Final Exam 1:00-3:00

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert. Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Course-specific Policy/Participation Requirements

CLASSROOM POLICIES

- I record attendance for administrative purposes only, but **students are responsible for all information presented during class.**
- Please be sure that cell phones are silenced and put away during class.

- Headphones/ear buds of any kind are not allowed in class.
- If you plan to attend class, please come to class on time.
- You may use your laptop during class only for taking notes. If misuse of technology becomes an issue, such
 as being on the internet, checking email during class, or texting, then the entire class will forfeit the privilege
 of using technology while class is in session.
- Please be courteous and respectful to other students who are expressing opinions or asking questions.

Academic Dishonesty

- 18. 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.
- 19. 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 in on the work submitted.
- 20. 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.
- 21. 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: I will report all instances of academic dishonesty to the university authorities and will impose the severest penalties allowed by the university, which can range from failing the course to expulsion from the university. All instances, without exception, will result, in the very least, a grade of zero on the assignment or exam.

Course Schedule

Week 1 Reading: Cobb, *Paradise* (Prologue)

Jan. 11 Class introduction

Jan. 13 Working with Primary Sources "The Pact of Umar" http://www.fordham.edu/halsall/source/pact-umar.asp

Week 2 Reading: Review Previous Islamic and ME History

Jan. 16 MLK Day- No Class

Jan. 18 Islam 101

Jan. 20 The Middle East in the 11th Century

Week 3 Reading: Cobb, Paradise, Chapters 1-2

Jan. 23 **Primary**: Excerpt from Ibn Ishaq, *The Life of Muhammad*, trans. A. Guillaume, pp. 68-87. (BB)

Jan. 25 Calling the Crusades

Jan. 27 **Primary**: Five versions of Urban's Clermont Speech http://www.fordham.edu/halsall/source/urban2-5vers.html

Week 4 Reading: Riley-Smith, Crusaders (1-143)

Jan. 30 Who were the First Crusaders? - Discussion

Feb. 1 Who were the First Crusaders? - Discussion

Feb. 3 **Primary**: Excerpt from Solomon bar Simson, *The Hebrew Chronicles*, trans. Shlomo Eidelberg, pp. 20-49 (BB).

Week 5 Reading: Cobb, Paradise, Chapter 3

Feb. 6 The Road to Jerusalem First Crusaders Essay Due

Feb. 8 The Road to Jerusalem

Feb. 10 **Primaries:** The Siege and Capture of Nicaea (From Gesta and Raymond d'Aguiliers)

http://www.fordham.edu/Halsall/source/cde-nicea.asp

The Siege and Capture of Antioch (From Gesta and Raymond d'Aguiliers)

http://www.fordham.edu/Halsall/source/cde-antioch.asp

Week 6 Reading: Riley-Smith, Crusaders (144-195)

Feb. 13 Jerusalem

Feb. 15 **Primaries**: Fulk of Chartres: The Capture of Jerusalem

http://www.fordham.edu/Halsall/source/fulk2.asp

The Chronicle of Ibn al-Athir "The Year 491/1097-98" and "The Year 492/1098-99" from D.S.

Richards 1:13-26 (BB).

Feb. 17 The Meaning of the First Crusade - Discussion

Week 7 Reading: Cobb, Paradise, Chapter 4

Feb. 20 The Crusader States – Conflict and Compromise

Feb. 22 The Crusader States from a Different View

Feb. 24 Catch up

Week 8 Reading: Cobb, Paradise Chapter 5

Feb. 27 Knights Templar and Jihad and Primary: Bernard of Clairvaux

"In Praise of the New Knighthood" (BB)

Mar. 1 Exam Review

Mar. 3 Exam

Week 9 Reading: Martin Hoch, "The Choice of Damascus as the Objective of the Second Crusade: A Reevaluation," from *Autours de la Premiere Croisade* (Clermont-Ferrand, 1995), 359-69 (BB) **Optional**

Mar. 6 Zangi

Mar. 8 The Second Crusade

Mar. 10 Ibn Munqidh Essay Due - Discussion

Week 10 Reading: Cobb, Paradise Chapter 6

Mar. 13 Salah al-Din and Jihad

Mar. 15 Hattin and Jerusalem

Mar. 17 Primary: Baha' al-Din ibn Shaddad, The Rare and Excellent History of Saladin pp. 13-78 (BB)

Spring Break March 20-24

Week 11 Reading: Cobb, Paradise, Chapter 7

Mar. 27 The Third Crusade

Mar. 29 Medical Care and the Crusades

Mar. 31 **Primary**: Baha' al-Din ibn Shaddad, *The Rare and Excellent History of Saladin* pp. 101-65 (BB)

Week 12

Apr. 3 Kingdom of Heaven

Apr. 5 Kingdom of Heaven

Apr. 7 Kingdom of Heaven

Week 13 Reading: Powell, James M. "The Role of Women in the Fifth Crusade" In The Horns of Hattin, ed. B.Z.

Kedar (1992), 294-301. (BB)

Apr. 10 The Fourth Crusade – Extra Credit Due

Apr. 12 The Fifth Crusade

Apr. 14 Catch up

Week 14 Reading: Cobb, Paradise, Chapter 8

Apr. 17 Sixth Crusade

Apr. 19 Seventh Crusade

Apr. 21 Catch up

Week 15

Apr. 24 St. Francis **Optional Primary**: Bonaventure, from *The Life of Saint Francis* (Paulist Press, 1978), pp. 266-271 (BB).

Apr. 26 The Fall of Acre and the Trial of the Templars

Apr. 28 Book Review Due - Discussion

Week 16

May 1 Final Exam Prep

Final Exam: Thursday, May 4 at 1:00 PM

UNIVERSITY OF ARKANSAS AT MONTICELLO HISTORY DEPARTMENT COURSE SYLLABUS

Fall 2021 – MWF 10:10 a.m.

Instructor Name: Dr. Sharon Silzell

Instructor Location of Office: MCB 305

Instructor Phone: 870-460-1847

Instructor Email Address: silzell@uamont.edu

Office Hours: M-W 11:00-12:00 and 1:00-2:00

T-TH 8:00-9:00 and 1:00-2:00

F 11:00-12:00 and by appointment

Course Title and Credit Hours: HIST 4053 Vikings, 3 credit hours

Prerequisites: HIST 3513

Required textbooks, workbooks, supplementary materials:

❖ Else Roesdahl, *The Vikings*, 3rd edition, Penguin: 2016 ISBN 978-0141984766

❖ Anonymous and Cook (trans), Njal's Saga, Penguin: 2001 IDBN 978-0140447699

❖ Snorri Sturluson and Byock (trans), *The Prose Edda*, Penguin: 2006 ISBN 978-0140447552

Online bookstore: **UAM Bookstore**

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

Course Description: The history of the Scandinavian peoples and their impact on the world through the 11th century.

Student Learning Outcomes:

By examining a variety of written and non-written primary sources produced between the sixth and twelfth centuries, as well as secondary source material, students will gain a greater understanding of the development of Scandinavian society during the Viking Age. By the end of the semester, the successful student will be able to explain the social, cultural, and political developments of the Scandinavian peoples. Additionally, students will gain an understanding of the impact of the Viking conquests as well as the vast and enduring legacy of the Vikings in a variety of areas including language, literature, and technology.

Course Assignments/Assessments:

*	Quizzes (10 x 10)	100
*	Hands-on Journal Due in 2 parts	100
*	Njal's Saga Essay 3-4 pages	100
*	Prose Edda Essay 3-4 pages	100
*	Response Papers 2-3 pages (2 x 50)	100
*	Exhibit and Paper 5-7 pages	200
*	Participation	100

Details on each writing assignment are posted on BlackBoard.

You may rewrite any essay, except response papers and your exhibit essay, for a maximum 10 point grade improvement. These will be due one week after essays are returned. No late rewrites accepted.

Quizzes cannot be made up, but the two lowest scores will be dropped. You will take 12 quizzes and 10 will count toward your grade.

Special Dates of Concern:

special Dates of Concern.	
Wednesday 8/18	First day of course
Friday 8/20	Map Quiz and Last day to add classes
Friday 8/27	Quiz
Wednesday 9/1	Quiz
Monday 9/6	Labor Day – No Class
Wednesday 9/8	Quiz
Monday 9/13	Quiz
Friday 9/24	Njal's Saga Essay Due
Monday 9/27	Quiz
Friday 10/15	Prose Edda Essays Due
Monday 10/18	Quiz and Journal 1 Due
Monday 10/25	Quiz
Wednesday 1027	Last day to drop class with grade "W"
Friday 10/29	Exhibit Topic Due
Monday 11/1	Quiz
Monday 11/8	Quiz
Monday 11/15	Quiz
Monday 11/29	Quiz
Friday 12/3	Journal 2 Due
Tuesday 12/7	Final Exam 1:00 – 3:00 PM

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangement should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Course-specific Attendance Policy/Participation

Requirements:

- I record attendance for participation purposes, and students are responsible for all information presented during class whether they are there or not.
- Participation is defined as regular and meaningful contributions to class discussions.
- Please be sure that cell phones are silenced and put away during class.
- A facemask covering your mouth and nose must be worn at all time in the classroom.
- No headphones of any kind may be worn in class.
- If you plan to attend class, please come to class on time.
- You may use your laptop during class only for taking notes. If misuse of technology becomes an issue, such as being on the internet, checking email during class, or texting, then the entire class will forfeit the privilege of using technology while class is in session.
- Please be courteous and respectful to other students who are expressing opinions or asking questions.

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Work Required:

Academic Engagement: Attending Classes: 45 Hours

Preparation:

Reading: 30 Hours

Writing and rewriting: 60 Hours Overall Total Obligation: 135 Hours

Explanation of Grading Policy: Grade Assignment:

Grading Scale:

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F= 59 and below

Academic Alert System

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. Students who are academically struggling, have a high absenteeism, are exhibiting disruptive behavior or are having difficulty adjusting to campus life will be reported to the Office of Academic Affairs through the Academic Alert system.

Academic Dishonesty

- 22. 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.
- 23. 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 in on the work submitted.
- 24. 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.
- 25. 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: reporting of all instances of academic dishonesty to the university authorities and will impose the severest penalties allowed by the university, which can range from failing the course to expulsion from the university. All instances, without exception, will result, in the very least, a grade of zero on the assignment or exam.

Course Schedule

Unit 1 – Vikings at Home

Week 1 Exploring the Vikings

Aug. 18 Class Introduction

Aug. 20 Studying Vikings and Map Quiz

Week 2 What we Can (and Can't) Know, Reading: Roesdahl, 3-31

Aug. 23 Who were the Vikings?

Aug. 25 Viking Archeology – Video "The Mosfell Project" (16 min.)

Aug. 27 Working with Primary Sources and Quiz

Week 3 Scandinavian Society, Reading: Roesdahl, 32-67

Aug. 30 Who the Vikings Were

Sep. 1 Hands on: Oseberg and Quiz

Sep. 3 Writing Workshop

Week 4 Economy and Livelihood, Reading: Roesdahl, 99-135

Sep. 6 Labor Day No Class

Sep. 8 Domestic Life and **Quiz**

Sep. 10 Primaries: Betrothal and Divorce in the Sagas (27 and 28)

Week 5 Power and Politics, Reading: Roesdahl, 68-81 and 136-154

Sep. 13 Political Life and Quiz

Sep. 15 Hands on: Birka

Sep. 17 Primary: "Politics in Harald Finehair's Norway" (4)

Unit 2 Viking Culture

Week 6 Literature, Reading: Finish your Essays!!

Sep. 20 Runes and Sagas

Sep. 22 Hands on: Rune Stones – Bring your laptop or tablet

Sep. 24 Njal's Saga Essay Due - Discussion

Week 7 Viking Art, Reading: Rosedahl, 177-194

Sep. 27 Recreation and Quiz

Sep. 29 Hands on: Viking Ornament

Oct. 1 Primary: Games and Entertainment (83)

Week 8 Religion – The Creation

Oct. 4 Norse Mythology

Oct. 6 The Prose Edda - to page 52

Oct. 8 No Class – Meetings with Professor

Week 9 Religion and Society Reading: Finish your Essays!

Oct. 11 Religious Life

Oct. 13 Hands On: Viking Food

Oct. 15 Prose Edda Essays Due - Discussion

Week 10 Conversion, Reading: Roesdahl, 155-176

Oct. 18 Pagans and Christians and Quiz – Journal 1 Due

Oct. 20 Hands on: Jelling

Oct. 22 Primaries: The Dead and the Walking Dead (18 and 19)

Unit 3 Expansion and Impact

Week 11 The Baltic and Eastern Europe, Reading: Roesdahl, 288-304

Oct. 25 Vikings and Muslims and Quiz

Oct. 27 Hands on: Stephennie Mulder on Twitter

Oct. 29 Primary: Ibn Fadlan

Week 12 England, Reading: Roesdahl, 243-271

Nov. 1 Why Lindisfarne? And Quiz

Nov. 3 Hands on: Viking Weapons

Nov. 5 Primary: "Viking Activities in England 851-900 CE" (51)

Week 13 Scotland and Ireland, Reading: Roesdahl, 220-242

Nov. 8 Viking Dublin and Quiz

Nov. 10 Hands on: The Book of Kells

Nov. 12 Primary: "Viking Raids on Ireland (42 through 45)

Week 14 Western Europe, Reading: Roesdahl, 195-219

Nov. 15 Great Siege of Paris and Quiz

Nov. 17 Hands on: Bayeux Tapestry

Nov. 19 Primary: "The Northmen in France" (47 and 48)

Week 15 Fall Break

Week 16 West to America, Reading: Roesdahl, 272-287

Nov. 29 Viking Ships and **Quiz**

Dec. 1 Video - Vikings in North America

Dec. 3 Primary: "Viking Discovery of Vinland" (76 through 78) Journal 2 Due

Final Exam: Tuesday, Dec 7, 1:00-3:00 PM

TECHNICAL SUPPORT INFORMATION

Blackboard Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036.

Help Link: https://www.uamont.edu/it/blackboard.html

Email Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-

Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036. The IT website also provides answers to frequently asked questions.

Website: https://www.uamont.edu/it/

STUDENT SUPPORT SERVICES

Academic Alert System:

UAM is committed to your academic success. To help, UAM has developed an academic alert system to connect you with campus resources when needed. Faculty and staff members contribute directly to the academic alert system by submitting concerns about students who are exhibiting behaviors that will make it difficult for them to succeed. If an alert is submitted for you, you will

receive an email or call from a professional academic advisor. Please respond to the contact you receive. If you have any questions about the academic alert system, you may call the Office of Academic Advising at (870) 460-1633.

Career Services:

Student Success Center, Suite 201, (870) 460-1454

Career Counseling is available to each student to assist and prepare for academic and career success, help make sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research possible career choices. Students can also research pre- and post-graduate career opportunities.

Counseling Services:

Student Success Center, Room 204D, (870) 460-1554

As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about confidential mental health services available on campus via the UAM Counseling Services website at https://www.uamont.edu/life/counseling/index.html

The Center for Writing and Communication:

Taylor Library, Room 203, (870) 460-1378

The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Website: https://www.uamont.edu/academics/arts-humanities/writing-center.html

Library Services:

The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: https://www.uamont.edu/academics/library/index.html **Student Special Services:**

Any student with a documented disability should contact the Office of Student Special Services.

Monticello Campus

Location: Student Success Center, Room 101G

Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926

Mailing Address: P.O. Box 3600, Monticello, AR 71656

Email: whitingm@uamont.edu

McGehee Campus

Location: UAM College of Technology at McGehee Telephone: (870) 222-5360/Fax: (870) 222-1105 Mailing Address: P.O. Box 747, McGehee, AR 71654

Email: anderson-allen@uamont.edu

Crossett Campus

Location: UAM College of Technology at Crossett

Telephone: (870) 364-6414

Mailing Address: 1326 Highway 52 West, Crossett, AR 71635

Email: paschall@uamont.edu

Tutoring Center:

Student Success Center, Suite 203, (870) 460-1454

All students have access to free tutoring services. Drop-ins are welcomed or students can make an appointment. Tutoring Schedules are available to pick up. Night tutoring is available Monday-Thursday from 6:00 p.m. to 8:30 p.m.

Math Tutorial Lab:

Math and Science Center, (870) 460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

University Behavior Intervention Team:

The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at

https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call (870) 460-1110 or (870) 460-1554 during regular business hours.

In case of emergency or after office hours please call 911.

IMPORTANT POLICIES

Student Handbook:

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link: https://www.uamont.edu/life/pdfs/student-handbook.pdf

University Policy on Concealed Weapons:

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g).

Updated 04/06/2021

UNIVERSITY OF ARKANSAS AT MONTICELLO

School of Social and Behavioral Sciences American West

Autumn 2022 – MCB 226 TTH 1:40pm – 3:00 p.m.

Instructor Name: John Henris

Instructor Location of Office: MCB 200 (227)

Instructor Phone: Give the complete extension: 870-460-1163.

Instructor Email Address: henris@uamont.edu

Office Hours: MWF 12:00 – 1:00pm, 2:00 – 3:00pm TTH 12:30 – 1:30pm, 3:00 – 4:00pm (or by appointment)

Course Title and Credit Hours: HIST 4543-01, American West, 3 Credit Hours

Prerequisites: American History I

Required textbooks, workbooks, supplementary materials: Include name of textbook, author, publisher, edition, and ISBN number.

- Hine & Faragher, Frontiers: A Short History of the American West (Yale University Press, 2008)
 - o ISBN-10: 030013620X
 - o ISBN-13: 978-0300136203
- Isenberg, Mining California: An Ecological History, (Hill & Wang, 2006)
 - o ISBN-10: 0809069326
 - o ISBN-13: 978-0809069323
- Spence, *Dispossessing the Wilderness, Indian Removal and the Making of National Parks* (Oxford University Press, 2000)
 - o ISBN-10: 0195142438
 - o ISBN-13: 978-0195142433
- Wyoming Historic Digital Newspaper Collection https://wyomingnewspapers.org/

Online bookstore: UAM Bookstore

Note: Other readings, primary documents, photos, and maps, will be uploaded weekly to the course blackboard website.

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

Course Description:

This lecture course will provide an introduction to the history of the place that we now know as the U.S. West. A vast and varied region stretching from the Great Plains to the Pacific Ocean, the West has both been characterized by its diversity and bound together by a shared regional identity and history. Beginning with the eve of European expansion in the 17th century, but concentrating on the nineteenth and twentieth centuries, this course will focus on the historical processes that have defined the West and its place within the United States. Debates over access to land, natural resource management, federal power, racial and ethnic diversity, and the public good are central to western history. Using films, monographs, memoirs, letters, and articles, we will explore the struggles for land, resources, identity, and power which have characterized the West and its role in the nation, as well as the relationship between the western past and the myths and stories that have secured the region's prominent place in the American imagination.

Student Learning Outcomes:

By the conclusion of the course you should be able:

- To develop the ability to assess and think critically about historical issues and about the varied interpretations of those issues Course Tests, Course Paper, Book & Film Review
- To explain how the past relates to the present Course Discussions
- To improve skills in reading, writing, synthesis, and analysis Course Paper, Book & Film Review
- To gain an understanding of diversity and multi-culturalism All parts of this course as this is an inescapable byproduct of becoming more knowledgeable about our past.

Course Assignments/Assessments:

- 100pts Exam 1 (Midterm) Closed Book
- 100pts Exam 2 (Final) Closed Book
- 150pts Weekly Readings, Quizzes, In-Class Assignments, & Class Discussions
- 50pts "Mythic Old West" Movie Presentation
- 100pts Isenberg & Spence Book Chapter Presentations (50pts for each presentation)
- 100pts Wyoming Newspaper Project Paper (Four Assignments 100pts Total)
 - o Subject/Theme (Proof of Concept) 10pts
 - o In Class Paper Updates & Discussions (2) 20pts each
 - o Paper Drafts & Draft Exchanged 30pts
 - o Final Paper 40pts
- Total Course Points: 600

Course Exams – Course Tests will be closed notes and book with the possible exception of one 3x5 notecard and will consist of essay and/or short answer questions, maps, and multiple-choice questions at the instructor's description and may vary for test to test depending on the material covered. Additionally, tests my include photos, illustrations, or excerpts from primary documents discussed in class or assigned as reading.

Weekly Readings, Quizzes, In-Class Discussion, & Assignments – This grade will be made awarded based on weekly the average of weekly grades given in the above categories. 75pts will be awarded for work from the beginning of class to the midterm and the remainder will be awarded for work from the midterm to the last day of class.

Course Book Chapter Presentation – This grade will be based upon one in-class chapter presentation for each of our two academic monographs for this semester. A detailed overview of expectations for each presentation will be distributed in class and made available on Blackboard and presentation dates can be found for each book in the course calendar.

Course Mythic Old West Movie Presentation – In consultation with the instructor each student will choose a theme, person, or event portrayed in at least three western films and use clips from their movies in conjunction with course readings and other materials to speak to common myths of the "Old West" in popular culture on how they hold up in light of the "New Western History." A detailed overview of expectations for each presentation will be distributed in class and made available on Blackboard and presentation dates can be found for each book in the course calendar.

Wyoming Newspaper Project Paper – In consultation with the instructor each student will use the Wyoming Historical Digital Newspaper Collection as a primary database to write a six-page paper on a theme, person, or event that shaped that territory (and later state) between 1865 and 1914. Your paper must subject, thesis argument, incorporate primary documentation from the collection and use secondary academic scholarship to tie your work into larger historical narrative of the American West. This paper has several scaffolded assignments (listed above) and a detailed overview of expectations for each presentation will be distributed in class and made available on Blackboard and presentation dates can be found for each book in the course calendar.

Special Dates of Concern:

- Last day to add/drop this class: 19 August
- Last day to withdraw from this class: 26 October

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Course Assignment Make-Up Work Policy:

Course quizzes and readings discussions cannot be made up; instead, I will simply drop the two lowest grades (including zeroes for non-attendance or submittal) for quizzes, in-class activities, and readings discussions/assignments for the first ten assignments and your final quiz and written assignment score will be based upon the total points from your remaining. Additionally, I will drop one score for every six after the first ten assignments. Course tests, with the exception of the final test, may be made up under certain circumstances. There is a single day set aside in the course syllabus (The Friday just prior to Thanksgiving Break) where you may sign up in advance to make up one single missed test, no questions asked.

Work Required:

Academic Engagement: (45 Hours)

- Attend Class: 45 Hours

- Take quizzes and exams: 4 Hours

Preparation: (90 Hours)

Read required materials for class: 45 HoursReview notes and study for test: 45 Hours

Overall Total Obligation: 135 Hours

Grade Assignment & Scale:

- o A 600 540
- o B 539 480
- o C 479 420
- o D 419 360
- o F 359 0

American West Calendar of Readings & Assignments:

- Intro Week 1 (18 August)
 - Course Introduction
 - o 19 August (Friday) Last Day to Drop/Add Courses
- WK 1 (23 25 August)
 - o The New Western History Western Historiography & Geography
 - o Read Frontiers: A Short History of the West, CH 2 & 3
- WK 2 (30 August 1 September)
 - o Early Western Exploration and the Rocky Mountain Fur Trade
 - o Read Frontiers: A Short History of the West, CH 4 & 5
- WK 3 (6 8 September)
 - o Texas, Mexico, & the American Southwest
 - o Read Frontiers: A Short History of the West, CH 6 & 8
 - o 8 September "Wyoming Paper" Discussion 1
- WK 4 (13 15 September)
 - The Overland Trails
 - o Read Frontiers: A Short History of the West, CH 6
- WK 5 (20 22 September)
 - o Gold Rush, 1848 1876
 - o Read Frontiers: A Short History of the West, CH 8
 - o 20 September "Mining California" Chapter Presentations
- WK 6 (27 29 September)
 - o Sectionalism & Civil War in the American West
 - o Read Frontiers: A Short History of the West, CH 7
 - o 29 September "Wyoming Paper" Subject, Source, Thesis
- WK 7 (4 6 October)
 - o 4 October Exam Review
 - o 6 October (Thursday) Midterm Exam
- WK 8 (11 13 October)
 - o Race, Gender, & Ethnicity in the American West 1860 1890
 - o Read Frontiers: A Short History of the West, CH 7
- WK 9 (18 20 October)
 - o Cowboys, Rails, & Open Range, 1865 1895
 - o Read Frontiers: A Short History of the West, CH 10
 - o 20 September "Wyoming Paper" Discussion 2
- WK 10 (25 27 October)
 - Law & Order, 1860 1890 11 12
 - o Read Frontiers: A Short History of the West, CH
 - o 26 October Last Day to Drop Course With a "W"
 - o 27 October Paper Drafts Due and Exchanged (3 Copies)
- WK 11 (1-3 November)
 - o Organized Labor & the Urban West, 1865 1900
 - o Read Frontiers: A Short History of the West, CH 13
 - o **3 November "Wyoming Paper"** Peer Draft Reviews Due
- WK 12 (8 10 November)

- o National Parks, Conservation, & Preservation, 1850 1914
- o Read Frontiers: A Short History of the West, CH 14
- o 8 November "Dispossessing the Land" Chapter Presentations
- WK 13 (15 17 November)
 - o The Mythic American West, 1861 1914
 - o Read Frontiers: A Short History of the West, CH 15 & 16
 - o 15 & 17 November "Mythic Old West" Movie Presentations
- Week 14 (21 25 November)
 - o 20 22 Thanksgiving Week—No Class
- WK 15 (29 November 1 December)
 - o Final Project Discussions & Test Review
 - o 1 December Final Paper Due
- Finals Week (5 8 December)
 - Final Exam: Tuesday 6 December (3:30 5:30)

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

SPRING SEMESTER 2019 TR, 9:40-11:00 A.M. MCB 226

John Kyle Day, Ph.D., Professor of History

OFFICE: MCB 311

TELEPHONE: (870) 460-1887

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

OFFICE HOURS: Monday through Friday: 1:00-3:00 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.

PREREQUISITES: For history majors, HIST 3513; for non-majors, permission of the instructor.

REQUIRED READINGS (dues dates in parentheses):

- 1. Walter LeFeber, et. al., The American Century: A History of the United States from 1890-1941, vol. 1 (due dates in course calendar).
- 2. John F. Kasson, Amusing the Million: Coney Island at the Turn of the Twentieth Century. (2/5).
- 3. Chiles, The Revolution of '28 (3/5)
- 4. Brinkley, Franklin Delano Roosevelt (4/9)
- 5. Hansen, The Second World Wars: How the First Global Conflict was Fought and Won (4/25).

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 completing 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.

BLACKBOARD SUPPLEMENTAL STUDENT SUCCESS SUPPORT: This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

COURSE DESCRIPTION: The Progressive Movement, World War I, the Roaring Twenties, the Great Depression, the New Deal, and World War II.

STUDENT LEARNING OUTCOMES:

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. By successfully completing this course you, the student, will be able to:

- 1. Make sustained independent intellectual efforts in reading, comprehensive note taking during class lectures and films, and then proactive participation in classroom discussions.
- 2. 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.
- 3. 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, and how it relates to our society today. 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.

COURSE ASSESSMENTS/ASSIGNMENTS:

The grading for this course will be determined by your performance on a mid-term examination given February 5, an out-of-class essay due April 11, and a final examination given Monday, May 6, from 8:00-10:00 A.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.

SPECIAL DATES OF CONCERN (Subject to Change):

January 10: Introduction and Orientation

January 15-February 5: Lefeber, chaps. 1-2

Thursday, February 7: Mid-Term Exam (Please bring a bluebook).

February 12–April 9: Lefeber, chaps. 3-5

March 14: Out-Of-Class Essay Distributed

April 11: Out-Of-Class Essay Due 3:00 p.m.

Monday, May 6, 8:00-10:00 A.M. Final Examination.

UAM ATTENDANCE POLICY: Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement. UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the

absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time).

MAKE-UP POLICY: 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 determined by the instructor at an appropriate day and time.

MID-TERM GRADE POLICY: Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

WORK REQUIRED: The student will participate in two (2) ninety (90) minute classes and be involved in at least six hours each week in studying, reviewing notes, reading the text(s), and reading other reference sources. Academic Engagement: 45 hours in classroom; Preparation: 90 hours; Overall Total Obligation: 135 hours.

EXPLANATION OF GRADING POLICY:

Grading Scale:

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F=59 and below

TECHNICAL SUPPORT INFORMATION

Blackboard Assistance:

Contact the Office of Instructional Technology during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1063.

Help Link: http://www.uamont.edu/blackboard

Email Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036. The IT website also provides answers to frequently asked questions.

Website: http://www.uamont.edu/pages/resources/information-technology/it-for-students/

STUDENT SUPPORT SERVICES

Academic Alert System:

UAM is committed to your academic success. To help, UAM has developed an academic alert system to connect you with campus resources when needed. Faculty and staff members contribute directly to the academic alert

system by submitting concerns about students who are exhibiting behaviors that will make it difficult for them to succeed. If an alert is submitted for you, you will receive an email or call from a professional academic advisor. Please respond to the contact you receive. If you have any questions about the academic alert system, you may call the Office of Academic Advising at (870) 460-1633.

Career Services:

Student Success Center, Suite 201, (870) 460-1454

Career Counseling is available to each student to assist and prepare for academic and career success, help make sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research possible career choices. Students can also research pre- and post-graduate career opportunities.

Counseling Services:

Student Success Center, Room 204D, (870) 460-1554

As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about confidential mental health services available on campus via the UAM Counseling Services website at http://www.uamont.edu/pages/student-affairs/counseling/

The Center for Writing and Communication:

Taylor Library, Room 203, (870) 460-1378

The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Website: http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/

Library Services:

The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: http://www.uamont.edu/pages/library/

Student Special Services:

Any student with a documented disability should contact the Office of Student Special Services.

Monticello Campus

Location: Student Success Center, Room 201F

Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926

Mailing Address: P.O. Box 3600, Monticello, AR 71656

Email: whitingm@uamont.edu

Tutoring Center:

Student Success Center, Suite 203, (870) 460-1454

All students have access to free tutoring services. Drop-ins are welcomed or students can make an appointment. Tutoring Schedules are available to pick up. Night tutoring is available Monday-Thursday from 6:00 p.m. to 8:30 p.m.

Math Tutorial Lab:

Math and Science Center, (870) 460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

University Behavior Intervention Team:

The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at

https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call (870) 460-1110 or (870) 460-1554 during regular business hours.

In case of emergency or after office hours please call 911.

IMPORTANT POLICIES

Student Handbook:

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link: http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf

University Policy on Concealed Weapons:

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g).

UNIVERSITY OF ARKANSAS AT MONTICELLO HIST 4653-01: U.S. Civil War & Reconstruction, 3 CREDIT HOURS

Spring 2021 MCB 201: MW 1:10-2:30

Dr. John Henris Office: MCB 200

Email: <u>Henris@uamont.edu</u> Telephone: (870) 460-1163

Office Hours: MW 2:30 – 4:30 & TTH

Special Note: Due to the COVID-19 Pandemic masks are expected and required to take this course.

Course Prerequisites: U.S. History to 1877

Course Description & Learning Outcomes: As the United States passes the 150th anniversary of the American Civil War, historians continue to produce a significant amount of scholarly monographs regarding this period. In fact, the Civil War garners greater historical analysis and popular attention than any other era in American history. Through a topical approach, this course will provide students with various perspectives of the causes and consequences of the conflict. We will also explore the military, political, socio-economic, and environmental aspects of the war. Furthermore, we will also examine the ways that professional historians learn about, interpret, and explain this transforming period in America's history. By the end of this course, students will have acquired a workable understanding of the events, experiences, and the popular myths that continue to exist about the war. To supplement lecture, students will engage critically in various forms of class materials, including scholarly monographs and articles, primary source readings, movies, class discussion, interpretative essays, and multi-faceted exams. By the conclusion of this class you will be able:

- To develop the ability to assess and think critically about historical issues and about the varied interpretations of those issues
- To explain how the past relates to the present
- To improve skills in reading, writing, synthesis, and analysis
- To gain an understanding of diversity and multi-culturalism
- To identify, locate, and evaluate historical materials

Required Course Readings: (Available at the UAM Bookstore)

- Dew, Charles, *Apostles of Disunion*, (University of Virginia Press) 2002
- McPherson, James, What They Fought For, 1861 1865, (Anchor Books) 1995
- Nelson & Sheriff, *A People at War: Civilians and Soldiers in the Civil War, 1854 1877* (Oxford University Press) 2008
 - o **Note:** This monograph will act as a textbook for our course

Required Film/Documentaries:

- Death and the Civil War (PBS) 2012
- Glory (Tristar Pictures) 1989

S2021 Course COVID-19 Mask Policy:

On account of the ongoing pandemic in the United States students will be required to have a mask to attend class this semester. While in class students must maintain social distancing whenever possible and must keep their masks on over the course of the class. Students who do not have mask will be required to find one before they can return to class.

Course Withdrawal:

Registrations deadlines for this course are as follows:

- Last day to add/drop this class: 15 January 2021
- Last day to withdraw from this class: 24 March 2021

Course Grading:

Course evaluation is based upon the following assignments for a total of 500pts.

- 200 pts Course Exams (Two Grades: Midterm & Final)
- 200 pts Civil War Era Paper (Multiple Assignments)
- 100pts Course Readings & Films/Documentary Quizzes/Assignments
- 100 pts Course Attendance & Participation
- 50 pts "This Terrible Wargame" II: Gettysburg 1863
- 650pts Total for Course

Course Grading Scale:

- A 585 650pts
- B 520 584 pts
- C 455 519 pts
- D 390 454 pts
- F 0 389 pts

Work Required:

Academic Engagement: (45 Hours)

- Attend Class: 45 Hours
- Take quizzes and exams: 4 Hours

Preparation: (90 Hours)

- Read required materials for class: 30 Hours
- Review notes and study for test: 30 Hours
- Work on Class Assignments & Projects 30 Hours

Overall Total Obligation: 135 Hours

Technical and Support Information:

Blackboard Assistance: Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: http://www.uamont.edu/pages/resources/academic-computing/

Email Assistance: Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: http://www.uamont.edu/pages/library/

UAM Attendance Policy:

Students are expected to attend all required class sessions during the semester. The University does not allow for unexcused absences. Each faculty member will determine his or her individual policies regarding excused absences, except in the case of a University sponsored event. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Regardless of the reasons for a student missing, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Course Midterms & Exams: 200pts Total)

Course midterms and exams consist of combinations of short essay, historical geography, matching, and identification sections. For each short essay you will be expected to bring a blank bluebook and write on a major theme, idea, or topic that spans multiple class lectures. You will be provided with a general overview of potential essay topics prior to each exam and you will write on one of the two questions of my choice on the exam day. I expect that your answers will supported by specific historical evidence pulled from class readings, lecture, and discussion. Be sure to specifically address every part of the question asked and be very sure to use specific supporting evidence to support your arguments rather than making broad and sweeping generalized statements. Course tests will usually consist of multiple sections. One section will be based upon terms listed in each of your chapters for the chapter covered during the testing period. You are responsible for reading the text and knowing these terms. Other sections will be based on materials covered during lecture, although there may well be overlap with chapter book terms as well. One section will consist of short answer essay questions based on course readings and lecture.

Readings & Films/Documentary Quizzes/Assignments: (100pts Total)

This course will – hopefully – be more discussion based where reading books and primary documents (or viewing documentaries and movies) will be important in the organization and direction of weekly classes. I will likely give you general instructions for each chapter, book, document reading, or video and/or quiz you on their content the following week. You will be expected to do some of this work outside of class to prepare while some assignments will be completed in class as well. I will these points into two 50pt grades – one pre midterm and pone post midterm.

Civil War Era Research Paper: (5 assignments of 20-70pts for 200pts Total)

For this paper I want you to think broadly about a topic of interest during the Civil War Era (1854 – 1876). If does not have to be military in nature and does not have to deal with the Civil War specifically. You can – of course – look at the Civil War but you can also look at the West and Native American politics during the 1850s or the rise of organized labor after the Civil War in the 1870s North, for example. This assignment will be divided into five smaller parts – each with its own rubric and grades to help to build toward your final work. We will discuss each of these smaller assignments in detail in class and rubrics will be provided but your final paper will have the following basic parameters:

- Six pages 12 font Times New Roman
- A clear thesis argument
- A minimum of one primary and three secondary sources
- Your work will make significant connection to course readings and documents.

Remember that your Civil War Era research papers will be divided into five smaller assignments as listed below and each assignment will come with its specific class overview and rubric.

- Assignment 1 20pts: Project Questioner Assignment

- Assignment 2 30pts: Subject, Thesis, and Sources Paper

- Assignment 3 50pts: Rough Draft

- Assignment 4 60pts: Rough Draft Review (two)

- Assignment 5 40pts: Final Paper

"This Terrible Wargame II" Gettysburg 1863 Historic Simulation (60pts Possible)

For this assignment you will be participating in a military simulation of the campaign in Maryland and Pennsylvania in June and July 1863 which culminated in the historic three day battle of Gettysburg – the largest military action of the American Civil War. Our simulation will use for its base The Great Campaigns of the Civil War series – first introduced by a company called Avalon Hill back in 1993. Collectively you will represent the command staff General George Mead and the nearly 100,000 man Union Army of the Potomac as you move north in search of (and to engage) the Confederate Army of Northern Virginia while screening (protecting) Baltimore, Maryland, Washington D.C., and Harrisburg, Pennsylvania. Fog of War is paramount to this simulation; meaning the contest is double-blind – you will not know where your opponents are (their positions or strengths). You must use cavalry and scouts (as well as spies and other less reliable sources such as civilian reports and rumors) to locate the opposing army and plan when and where and if to strike. Professor Henris will act as gaming umpire and the Confederate Army of Northern Virginia will be played by a shadowy cabal of university academics across five states (and four disciplines) as well as other such assorted undesirable and unseemly associates of Dr. Henris as needed. Victory will bring you glory (and extra credit points) while defeat will bring you ignominy (and the loss of half a very real letter grade in this class). Huzzah for the Union my Friends!

Note: Assignment rubrics will be provided and we will discuss specifics in class.

Course Attendance & Participation: (100pts Total)

Class attendance and participation is expected and will count toward 100pts of your final course grade. Participation constitutes asking questions, providing responses to queries, and making connections between class lectures and readings over the course of the semester. In other words, simply occupying a seat in this course is not enough to gain all of these points — even if you make every class. You will be expected to be proactively engaged in your own education and in shaping the direction and discussion of class material in order to achieve an A in this course. I will divide this grade into a pre and post midterm grade of 50pts each to give you a better understanding of where you are in this grade.

Missed Exams and Late Assignments Course Policy:

For s missed Midterm there will be one day reserved (Monday 26 April) during the semester during which students will be allowed to make up midterm exams. The final exam may only be taken on the day scheduled for this course during finals week. There is no make-up day for the final exam so be sure to plan your holiday travels accordingly. For late work that constitutes our Civil War Era Research Paper assignments I will simply deduct 10percent (one full letter grade) for each day that the assignment is late. You must, however, present a rough draft (no matter how rough) on the due date for Civil War Research Paper assignment three if you want a chance to complete assignment four (rough-draft reviews) for 70pts! For attendance and participation, I will allow two free misses for each half-term grade (pre and post midterm) additional absences will result in an automatic deduction from your pre or post term attendance and participation grade of 5pts for each additional absence. Likewise, there are no make-ups for class quizzes – I will simply drop your two lowest grades pre and post midterm. There is no formal make-up grade for the This Terrible Wargame II Assignment. Instead – students will be given a blind review sheet to evaluate their peers' participation accordingly. It is assumed that students who do not pull their weight (or are absent without leave in military terms) will be graded according and I will then adjust individual grades if needed.

Email Policy:

I will do my best to respond to emails within 24 hours on weekdays and 48 hours on weekends. Normally you will hear from me same day on weekdays unless the email is written after 4:00pm in which case you may not receive a reply until I get into the office the following day. Often you will hear from me equally expeditiously on weekends, however, if I am out of town, or involved with a family function, you may not receive a reply until Monday. If you do not hear back from me within the timeframe of the parameters listed above do not hesitate to follow-up with a second email. If I need to contact you or the class concerning issues pertaining to this course for any reason I will do so only through your official UAM email account so do be sure to check this on a regular basis.

Student Email Policy:

Students are expected to write professional coherent emails which include an opening salutation, complete sentences, and should include your full name, course, and course time. If I receive an email that does not conform to these basic standards I will write I quick reply directing you to resend your email in the appropriate manner. If the information you request can be found in the syllabus or other supplemental materials I will simply direct you to examine those sources.

Technology Policy:

Cell phones, text messaging, traveling the worldwide web, or other inappropriate use of technology will not be tolerated in this class. Generally speaking, such students do very poorly anyway but if I have to stop class to address such circumstances I may ask you to leave and I will deduct one percent from your final course grade for each instance. Similarly, laptops are not permitted during class. If you would like to use a laptop to take notes I will allow this but be prepared to email me a copy of your notes, upon request, following the end of class.

Academic Alert:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

Academic Resources:

The Center for Writing and Communication

Memorial Classroom Building, Room 113, (870) 460-1378 Home Page: http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/

Mailing Address: P. O. Box 3460, Monticello, AR 71656

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors.

General Education Tutorial Lab Harris Hall, (870) 460-1454 Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability.

Expectation of Student Workload:

Students are expected to be in class three hours each week and to spend an additional 6 hours each week reading course materials, mastering lecture terms, ideas, and concepts, and/or studying for course tests.

Course Disability Statement:

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 approved accommodations at the beginning of the course. Any student with questions regarding 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.

Feedback Schedule:

Most often students can expect to receive an email reply within 24 hours on weekdays and 48 hours on weekends or holidays. Students can expect large assignments such as papers or exams to be graded and returned within two weeks of handing in each assignment.

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 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 in 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 record.

Coda:

The instructor reserves the right to change or alter this syllabus if such circumstances arise as to make alterations necessary. Regular class attendance will assure that you are aware of such changes.

Course Schedule of Class Lectures, Readings, & Assignments:

Introduction Week (13 – 15 January)

- Course Introduction, Overview, and Syllabus – 13 January

Week 1 (18 – 20 January)

- No Class (Monday 18 January MLK Day)
- Nelson & Sheriff, A People at War, Introduction & CH 1 (Road to Bleeding Kansas)

Week 2 (25 – 27 January)

- Nelson & Sheriff, A People at War, CH 2 (From Wigwam to War)

Week 3(1-3 February)

- Nelson & Sheriff, *A People at War*, CH 3 (Friends & Foes: Early Recruits and Freedom's Cause, 1861 1862)
- Project Questioner Assignment Due 3 February (20pts)

Week 4(8-10 February)

- Nelson & Sheriff, A People at War, CH 4 (Union Occupation & Guerilla Warfare)

Week 5 (15 – 17 February)

- Nelson & Sheriff, *A People at War*, CH 5 (Facing Death)
- Subject, Thesis, and Sources Paper Due 17 February (30pts)

Week 6 (22 – 24 February)

- Nelson & Sheriff, *A People at War*, CH 6 (Two Governments Go to War: Southern Democracy and Northern Republicanism)
- Charles Dew, *Apostles of Disunion* Discussion 24 February

Week 7(1-3 March)

- Nelson & Sheriff, A People at War, CH 7 (Redefining the Rules of War: The Lieber Code)
- Midterm Exam 3 March (100pts)
- First Midterm Attendance and Participation Grade 3 March (50pts)
- First Midterm Readings Quiz Grade 3 March (50pts)

Week 8 (8 – 10 March)

- Nelson & Sheriff, A People at War, CH 8 (Diplomacy in the Shadows: Cannons, Sailors, and Spies)

Week 9 (15 – 17 March)

- Nelson & Sheriff, *A People at War*, CH 9 (We Need Men: Union Struggles Over Manpower and Emancipation, 1863 – 1865)

Week 10 (22 – 24 March)

- Nelson & Sheriff, A People at War, CH 10 (The Male World of the Camp (Domesticity and Discipline)

Week 11 (29 – 31 March)

- Nelson & Sheriff, A People at War, CH 11 ("Cair, Anxiety, & Tryals": Life in the Wartime Union)
- Rough Drafts and Rough Draft Handouts 31 March (50pts)

Week 12(5-7 April)

- Nelson & Sheriff, A People at War, CH 12 (War's Miseries: The Confederate Homefront)

- James McPherson, What They Fought For – Discussion 7 April

Week 13 (12 – 14 April)

- Nelson & Sheriff, *A People at War*, CH 13 (A Region Reconstructed and Unreconstructed: The Postwar South)
- Return Research (two copies each review sheet) Paper Rough Drafts 14 April (70pts)

Week 14 (19 – 21 April)

- Nelson & Sheriff, *A People at War*, CH 14 (A Nation Stitched Together: Westward Expansion and the Peace Treaty of 1877)

Week 15 & 16 (26 April – 2 May)

- 26 April Final Papers Due & Finals Review (40pts)
- 26 April Second Midterm Attendance and Participation Grade (50pts)
- 26 April Second Midterm Readings Quiz Grade (50pts)
- 27 April UAM Final Exam Study Day (No Classes)
- 28 April (Wednesday) 3:30 5:30pm Final Exam (100pts)

APPENDIX C

Faculty Vitae

JOHN KYLE DAY, Ph.D.

Professor of History
School of Social and Behavioral Sciences
University of Arkansas at Monticello
P.O. Box 3619
Monticello, AR 71656

Work: (870) 460-1887; <u>day@uamont.edu</u> Cell: (870) 723-9408; johnkyleday@gmail.com

EDUCATION

UNIVERSITY OF MISSOURI-COLUMBIA, DOCTORATE OF PHILOSOPHY, 2006 UNIVERSITY OF ARKANSAS at FAYETTEVILLE, MASTER OF ARTS, 1999 UNIVERSITY OF ARKANSAS at FAYETTEVILLE, BACHELOR OF ARTS, 1997

EXPERIENCE

UNIVERSITY OF ARKANSAS AT MONTICELLO, Professor of History, 2017-Present; Associate Professor of History with tenure, 2012-2017; Assistant Professor of History, 2007-2012. Courses taught: American History I & II; Field Courses on Colonial Virginia, 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.

"I have thoroughly enjoyed being in your class. Your passion for history is evident, and your knowledge is remarkable. In a job that is often underpaid and overlooked, know that your hard work is seen. I appreciate everything you do for the students of UAM. Your class has pushed me to be a better student and I thank you for that. Thank you for making history enjoyable. God Bless."

UAM Student, Fall 2022 Semester

"I want to express my sincere gratitude for all the help during my term as Mayor for the great city of Monticello. I appreciate the friendships, the help, the engagement, and the kindnesses you all exhibited toward me and the city. I appreciate all the time and effort you all expend to make us better and relevant. This city and this county are better because of each of you and all that you contribute. My sincerest gratitude for a great experience personally and a great four years. Thank you all."

The Hon. Paige Chase, Mayor of Monticello (2019-2023)

"It's hard to believe it's been a decade since I graduated from UAM. Without a doubt, it prepared me for graduate school and made all that's happened since then possible. I'm thankful!"

Adam Clemons Research and Instruction Librarian and Assistant Professor, African American Studies, University of Mississippi

"I was hired by Dumas High School to teach world history. American was my favorite, but perhaps I can teach some [non] American too. Now I just have to take my praxis in July. Thank you for believing in me."

Jonathan Stain Dumas High School

"It has been quite the journey, and I consider myself incredibly fortunate (and lucky) to make it this far. I am deeply honored by the continued support from the UAM community."

Jonathan Higgins, Ph.D.
Post-Doctoral Fellow in Digital Humanities and Oral History
Virginia Tech University

"On the way home from school today I got nostalgic thinking about UAM and some of my favorite people I've had the pleasure of knowing. I am teaching AP World History and World History at Bryant High School now. This is the beginning of my 6th year teaching after graduating with my masters in Global History from ASTATE. Not going to lie, the past year or two have been rough. Covid has presented a lot of challenges... of which I am sure you are familiar. I hope you and your family are well. I miss college days and simpler times of writing blue book essays in your History of the South class...or any of your other classes."

Meghan Pope Bryant High School

"From the bottom of my heart, I want to thank each and every one of you. Yesterday night, I graduated from Mississippi College School of Law... a semester early!! I want to express my appreciation to all of you for igniting a passion for learning I did not know existed until I walked the halls of your department. Thank you for taking a chance on this single mom from Ashley county. I had no confidence in my mind or future. I had been convinced 'college just isn't for you.' When I reached out for guidance to professors that never even had me in their class and was met with genuine passion and a love to see students succeed, I thought of Dr. Day and his willingness to help. In law school, I sat along students from huge state schools. I even had a few Ivy League educated peers. I was every bit proud of being a Boll Weevil and was able to compete with them on every level. I was teased in the beginning for being from such a small school, however, I earn a place of respect among my professors and peers. I was fortunate to land a job at the national Plaintiff's firm Morgan & Morgan, PLLC and plan on passing on my success to the

future students and world leaders of UAM. (Once I pass the bar in February 2019) I am not even close to being done and I attribute that to each of you."

Emily Medders (*neé* Spain), J.D. UAM Alumnus

QUINCY UNIVERSITY (2006-2007), Visiting Assistant Professor of History. 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.

BOOKS

Arkansas: A Land and People in Search of Identity (Dubuque: Kendall Hunt, 2020).

"I am impressed and delighted," and "I would like to be the one of the first to purchase a volume." James Searcy, C.P.A.

"I have enjoyed completing each assignment during this course and feel as if I have learned so much more than in any History class I have previously taken. I have found the reading material to be so interesting and so easy to connect to my personal life, which makes the assignments so much easier."---Grace Ann Penny, Arkansas History Online

"I recently was reading through your class textbooks on Arkansas History. It was quite interest ing. It has stayed with me since I read it." Rhonda Minga

Arkansas History: A Collegiate Reader, with Trey Berry (Southlake: Fountainhead Press, 2nd edition, 2019).

"Trey Berry and John Kyle Day's new collection...will also interest those who have left the groves of academe far behind."—Patrick Williams, *Arkansas Historical Quarterly*.

"This is really a sharp volume! The selections are excellent," and "I'll definitely remember it when I teach Arkansas History again next fall." —Blake Perkins, Williams Baptist University.

The Southern Manifesto: Massive Resistance and the Fight to Preserve Segregation (Jackson: University Press of Mississippi, 2014).

"Scholars have done very little to contextualize the manifesto and to trace its fascinating genealogy. Day does both—and with alacrity. And "more than 60 years after the publication of the Southern Manifesto, John Kyle Day has finally parsed the countless documents, political myth making, and congressional contingencies to give his readers a

great gift." And "with this book, Day also shows us...as with so much of Southern History, 'the past is never dead; it's not even past."

—Davis W. Houck, *Florida State University*

"Day has written a first-rate and much-needed account both of the Southern Manifesto itself and its place in the wider southern segregationist political strategy in the aftermath of *Brown.*"

-Tony Badger, American Historical Review

"John Kyle Day has written a thought-provoking account of the Southern Manifesto (1956)."

Jason Sokol, The Journal of American History

"John Kyle Day is to be commended for finally producing this much-needed and thoroughly researched examination," that "constitutes a significant contribution to the historical literature of the civil rights era. This well-written book fills a void in our understanding of the white southern response to the civil rights movement and should inform subsequent works examining this period in America's history."

—-Brent J. Aucoin, Register of the Kentucky Historical Society

"He painstakingly recounts the linguistic and rhetorical choices made by southern politicians to craft a document that expressed their disdain for *Brown* and energized their base against desegregation."

-William P. Hustwit, *Arkansas Historical Quarterly*

"The Southern Manifesto is impressive and fills gaps in the scholarship of modern Southern history." "Now with this book, teachers and textbook authors have the documentation and the detail to present this episode properly," while the "narrative is sharp and to the point with a clean writing style."

-Billy D. Higgins, *Professor Emeritus*, The University of Arkansas at Fort Smith

"John Kyle Day's *The Southern Manifesto: Massive Resistance and the Fight to Preserve Segregation* represents one such contribution that further adds to our understanding of the era," and "provides us with another example of how cunning, powerful, and dangerous Dixie's congressional delegation actually was."

Keith M. Finley, The Journal of Southern History

"I will keep the lessons of this book in mind while representing the people of Arkansas."

—The Hon. French Hill (R)

United States Representative for the Third District of Arkansas

"What a wonderful job you have done! I was overwhelmed by the detailed research you carried out and the clear way in which you presented it." "Thanks again for the great book."

The Reverend Donald Campbell (ret.),
 Presbyterian Church, U.S.A., Civil Rights Activist
 ARTICLES

- "Conducting Research at the House of the Temple," *Amicus Illuminism: the Semiannual Bulletin of the Department of History, Heritage, and Education, A.A.S.R., S.*, Vol. 9, No. 2 Fall/Winter 2022. Reprinted in *The Scottish Rite Journal*, March April 2023 CXXXI, No. 2, pp. 3.
- "From Centre to Circumference, From Base to Cope: Founding the Most Worshipful Prince Hall Grand Lodge of Arkansas, 1863-1890," Freemasonry on the Frontier. Quatuor Coronati Lodge No. 2076, Correspondence Circle (QCCC), United Grand Lodge of England (UGLE). UK: Lewis Masonic, 2020, pp. 195-214.
- "United States Senator Thomas Hennings, Jr. of Missouri: Political Champion of the Black Freedom Struggle," *Missouri Historical Review* 114, No. 3 (April 2020), 186-202.

"I was a state contestant in this year's National History Day competition and as a result I was fortunate to receive a copy of this April's *Missouri Historical Review*. I found your article on the life of Senator Thomas C. Hennings Jr. particularly interesting and have thoroughly enjoyed reading it. I had never previously heard of Senator Hennings."

-Wenhan Sun, High School Senior, The Barstow School, Kansas City, Missouri

"For those of you who like Missouri History, I highly recommend it—Very well done Worshipful Sir!" "Day's article" is "now very timely given the recent racial unrest and controversy over civil war monuments." "Day is carrying on a proud Masonic tradition by researching and publishing what most likely a little known part of Missouri History. I thoroughly enjoyed reading it."

-Brent Stewart, Esq., Past Grand Master, A.F.&A.M. of Missouri.

"Just got a look at your excellent article in the *MHR* on Thomas Hennings, Jr. Really pleased to see this come out." "Still trying to figure out the relationship between Hennings and Truman, especially when Hennings was in the House. Working this angle into my Senate book. The article was much needed."

Jon Taylor, Ph.D., Professor of History, University of Central Missouri

"Brother FDR: Freemason with Disabilities and President of the United States," *The Square: The Independent Magazine for Freemasons*, United Kingdom (March 2019).

Clown Alley, regular contributor, 2018-Present

"Arkansas and the Southern Manifesto," *The Road to Hell is Paved with Little Rocks: A Digital Exhibit of the Center for Arkansas History and Culture* (August 2018), https://ualrexhibits.org/desegregation/.

- "The Southern Manifesto and *Brown II*: Massive Resistance, Growth Liberalism, and the contemporary debate over School Choice," *Journal of School Choice: International Research and Reform X*, No. 4 (Fall 2016).
- "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.
- "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, 2006.
- "Pindall Law Office," "Taylor House and Hollywood Plantation," "Lawrence Brooks Hays,"
 "Thomas Dale Alford," and "Shriners," in the Encyclopedia of Arkansas History and Culture
 (Little Rock: The Butler Center for Arkansas Studies and the Central Arkansas Library
 System).
- "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): http://www.cas.udel.edu/cgas/lais/derlas/Pages/default.aspx.
- "Bargain and Corruption, Arkansas Style: The Theft of the 1933 Special Election for the Fifth District of Arkansas," *Central Arkansas Historical Review* 1, No. 1 (Autumn 1999).

PUBLIC EXHIBITS

Foot Soldiers for Freedom: The Arkansas Civil Rights Movement, traveling public history exhibit sponsored by the Arkansas Humanities Council and distributed throughout the Natural State (debut February 2016).

REVIEWS

- Educating the Enemy: Teaching Nazis and Mexicans in the Cold War Borderlands. (Chicago: University of Chicago Press, 2022) by Jonna Perrillo, review for the *Journal of American History* (forthcoming 2023).
- Race and Education in New Orleans: Creating the Segregated City, 1764-1960 (Baton Rouge: LSU Press, 2018) by Walter C. Stern, review for the *Journal of American History*, Fall 2019.
- Resisting Equality: The Citizens' Council, 1954-1989 (Baton Rouge: LSU Press, 2018) by Stephanie R. Rolph. Review for the *Arkansas Historical Quarterly*, Winter 2019.
- To Face Down Dixie: South Carolina's War on the Supreme Court in the Age of Civil Rights (Baton Rouge: LSU Press, 2017), by James O. Heath, Review for the American Historical Review, February 2019.
- Senator James Eastland: Mississippi's Jim Crow Democrat (Baton Rouge: Louisiana State University Press, 2015), by Maarten Zwiers, *Political Science Quarterly* (Spring 2017).

- The Indicted South: Public Criticism, Southern Inferiority, and the Politics of Whiteness (Chapel Hill: University of North Carolina Press. 2014), by Angie Maxwell, review for the *American Historical Review* (December 2016).
- The Great Melding: War, the Dixiecrat Rebellion, and the Southern Model for America's New Conservatism (Tuscaloosa: University of Alabama Press, 2015), by Glenn Feldman, Journal of Mississippi History.
- Race and Ethnicity in Arkansas: New Perspectives (Fayetteville: University of Arkansas Press, 2014) by John Kirk, Ed., Journal of American History 103, No. 1 (January 2016).
- Winning While Losing: Civil Rights, the Conservative Movement, and the Presidency from Nixon to Obama (Gainesville: University Press of Florida, 2014), Kenneth Osgood and Derrick E. White, Eds., *Journal of Louisiana History* (Spring 2016).
- The Irony of the Solid South: Democrats, Republicans and Race, 1865-1944 (Tuscaloosa: University of Alabama Press, 2012), by Glenn Feldman, Arkansas Historical Quarterly, Summer 2014.
- Defending White Democracy: The Making of a Segregationist Movement and the Remaking of Racial Politics, 1936-1965 (Chapel Hill: University of North Carolina Press, 2011), by Jason Morgan Ward, Journal of Louisiana History, Summer 2014.

PROFESSIONAL ASSOCIATIONS

- Arkansas Association of College History Teachers, 2007-present: vice-president & program coordinator, 2008-2009; president, 2009-2012.
 - "The contributions of members like yourself are intrinsic to the success of the organization."—Clint Young, AACHT President, 2018-2020.
- Arkansas Historical Association, 1997-present: Board of Trustees, 2014-2020: Finance & Public Information Committees, 2014-2020; Foster Beason Award Committee, 2015-2016; Westbrook/Gingles Award Committees, 2015-2020; Membership Committee, 2017-2020; Atkinson Committee (Chair), 2016-2018.

Missouri Lodge of Research, 2005-Present.

National Association of Scholars, 2019-Present.

Quator Coronati Correspondence Circle, United Grand Lodge of England, 2017-Present.

Phi Alpha Theta National History Honor Society, 1997-present, Alpha Chapter; president, Alpha Beta Nu Chapter, 2002-2003; co-advisor, Xi Mu Chapter, 2006-07; founder and co-advisor, Alpha Nu Zeta Chapter, 2007-2014, 2020-Present (Best Chapter Award, Division II, 2008, 2009, 2010, 2011, 2012, Nels A. Cleven Founders Award, 2013, 2014); national councilor, 2010-2012; PAT Paper Prize Committee, 2010-2014; Advisory Board, 2012-2014; Online Credit Evaluation Committee, 2012-2014.

Scottish Rite Research Society, 2016-Present.

PRESENTATIONS

"Freemasonry's Interracial Moment: The 1723 Constitutions, the African American Intelligentsia, and the Long Reconstruction, circa 1860-1900," *Inventing the Future: the 1723 Constitutions' Celebrating the Tercentenary of the publication of the first 'Constitutions of the*

- *Freemasons'*, Quatuor Coronati Lodge No. 2076, United Grand Lodge of England, Queen's College, University of Cambridge, England, September 22-24, 2023.
- "Wiley Jones: Arkansas Entrepreneur and Equerry," *Amusing Arkansas: Sports and Leisure in the Natural State,* annual meeting of the Arkansas Historical Association, Arkadelphia, April 13-15, 2023.
- From Slavery to Freedom and Flourishing in Arkansas, circa 1862–1900," Civil War Roundtable of the Delta, Delta Cultural Center, Helena, Arkansas, February 23, 2023.
- "Freemasonry's Interracial Moment?: Arkansas' Carpetbagger Intelligentsia and the Long Reconstruction, circa 1860-1900," annual Meeting of the Arkansas Association of College History Teachers, October 7, 2022, Old State House Museum, Little Rock, Arkansas
- "The Southern Manifesto: Unpacking History," Interview by John Piche, The 1619 Project: Heights Public Interviews, Cleveland Heights-University Heights Public Library, June 16, 2022. Available at YouTube, https://www.youtube.com/watch?v=w45UAl3u2qs.
- "The Taylor House at Hollywood Plantation," Bess Jenkins Civic Club (est. 1947), April 13, 2022, Pine Bluff Country Club, Pine Bluff, Arkansas.
 - "Thank you so much for being our speaker today at Bess Jenkins Club. Your program was fabulous! It was so interesting and educational, and your presentation of it was excellent."—Lela Murray, Secretary
- "Arkansas' Interracial Moment and the Long Reconstruction, 1862-1905," November 16, 2021, Lunch and Learn, SEARK College, Pine Bluff, Arkansas.
- "Brother Noble FDR: Shrine Mason with Disabilities and President of the United States," Barak Shrine, October 21, 2021, Monroe, Louisiana.
- "Hollywood Plantation Historic Site," with John Henris, Ph.D., Monticello/Drew County Rotary Club, UAM Student Center, September 30, 2021.
- "Brother Noble FDR: Shrine Mason with Disabilities and President of the United States," Pine Bluff York Rite Bodies, September 20, 2021, Jacob Brump No 160, F.&A.M. of Arkansas, Pine Bluff.
- "The Great Switch of African Americans from the Party of the Great Emancipator to the Party of the New Deal," 3nd Annual Conference on Political History, Center for American Political History, Lebanon Valley College, Annville, Pennsylvania, May 30-June 1, 2019. This is part of a panel that I organized with participation by colleagues from Saginaw Valley State University, University of Arkansas at Fayetteville, and Harris Stowe State University.
- "Democratic United States Senator Thomas Hennings, Jr. of Missouri: Champion of the Black Freedom Struggle," 2nd Annual Conference on Political History, Center for American Political History, Lebanon Valley College, Annville, Pennsylvania, June 9, 2018.
- "Democratic United States Senator Thomas Hennings, Jr. of Missouri: Champion of the Black Freedom Struggle," Phi Alpha Theta Conference, plenary speaker, University of Arkansas at Monticello, April 7, 2018.

- Introductory Speaker, "The American Dream Deferred: Japanese American Incarceration During World War II," University of Arkansas at Monticello, February 1, 2018.
- "The Southern Manifesto: Massive Resistance and the Fight to Preserve Segregation," History is Lunch, Mississippi Department of Archives and History, Jackson, February 15, 2017.
- "Hollywood Plantation Historic Site," with Clinton Young, Monticello/Drew County Rotary Club, UAM Student Center, June 9, 2016.
- "The Southern Manifesto: Massive Resistance and the Fight to Preserve Segregation," American Enterprise Institute, "The Southern Manifesto at 60: Tales from the Past, Lessons for the Future," March 8, 2016, Washington, D.C.
- "The Southern Manifesto: Massive Resistance and the Fight to Preserve Segregation," Arkansas Political Science Association, University of Arkansas at Monticello, February 27, 2016.
- "The Southern Manifesto: Massive Resistance and the Fight to Preserve Segregation," McGinty Trust Lectures, Louisiana Tech University, Lincoln Parish Library, February 13, 2016.
- "The Southern Manifesto: Massive Resistance and the Fight to Preserve Segregation," Legacies and Lunch, Butler Center for Arkansas Studies, Little Rock, Arkansas, February 3, 2016.
- "A Conversation with Steve Barnes," Arkansas Education Telecommunications Network, Conway, November 13, 2014 (broadcast in the spring 2015).
- Panelist," "Celebrating 40 Years: Past Presidents' Round Table Discussion, Arkansas Association of College History Teachers, Little Rock, October 2, 2014.
- Moderator, "The Battles Over Segregation," Arkansas Association of College History Teachers, Little Rock, October 3, 2014.
- _____, "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
- "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.

AWARDS AND GRANTS

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

Off Campus Duty Assignment, Spring Semesters 2013 and 2020.

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. Du Bois Institute, Harvard University, June 26-July 22, 2011.
- University of Arkansas at Monticello, General Assembly Faculty Research Committee Grant, 2009-2015, 2017-2022.

SERVICE

- Arkansas School for Mathematics, Science, and the Arts: Chairman, Parents Advisory Council, 2022-2023. ASMSA Board of Visitors, *ex-officio*.
- Arkansas Humanities Council, Board of Directors, 2010-2016: Chair, 2015-2016; vice-chair, 2013-2014; African American Cemetery Preservation Program Committee, 2010-2011; Mini-grant Committee, chair, 2015-2016; Small Museum Grant Committee, 2010-2012; REACH Education Mini-Grant Committee, 2012-2014 (chair, 2013-2015); Planning Committee, 2012-2020; Nominating Committee, 2012-2016; Finance Committee, 2013-2016; Endowment Committee, 2013-2016 (with Chair Mark Christ, as Vice-Chair I created the AHC Endowment, administered by the Arkansas Community Foundation).
- Drew Central Schools Parent Teacher Organization, 2011-17; president, 2012-2013.
- Drew County Historical Society and Commission, 2013-present: Board of Directors, 2015-Present; Commission Board of Directors, 2016-Present. From 2018 to the present, I secured successive grants in excess of \$200,000 from the Department of Arkansas Heritage's Historic Preservation Program for the replacement of the roof of the historic Garvin Caveness House, which houses the Drew County Museum. Editor, *Drew County Historical Journal*, 2018-Present.
- Drew County Republicans, Vice-Chair, 2010-2012; Committee member, 2022-Present; Fourth District committeeman, 2022-Present. As vice-chair, I helped re-found the county Republican committee, previously defunct. We fielded Republican candidates to many previously uncontested state and local offices, including the successful election of Justice of the Peace Orlando Jones to the Drew County Quorum Court, the first black Republican ever elected to this position.
- Manuscript reviewer for *The University of Georgia Press, Louisiana History,* and the *Journal of Southern History.*

The Governor Winthrop Rockefeller Distinguished Lecture Series Program Committee, 2010-2017, chair, 2013-2017. Responsible for UAM's campus lecture and administering the university wide lecture series, as well as the Rockefeller Endowment. With an annual \$25,000 appropriation, I secured the "Original Freedom Writer" Manny Scott and the philosopher Christina Hoff Sommers, Ph.D. of the American Enterprise Institute to serve as our distinguished lecturers.

The Taylor House Planning Committee, 2012-2017, 2020-Present. I serve as part of the team that restored the 1846 cypress-log-dog-trot Taylor House at Hollywood Plantation, one of the very few examples of American Antebellum vernacular architecture left in Arkansas. We secured approximately \$3.2 million in grants from the Arkansas Natural Resource Commission over a four-year period, and continue to develop the property for historic education and interpretation.

Other UAM Service: Community Outreach Committee, 2007-2008; Faculty Search Committees (Assistant Professor of American History, Social Work Field Coordinator, Assistant Professor of European History, Assistant Professor of World History, Assistant Professor of Morld History, Assistant Professor of Middle Eastern History); Curriculum and Standards Committee, 2008-2010; Teacher Education Committee, 2010-2012; Cost Containment Committee, 2012; Library Committee, 2013-14; Camp Monticello Development Committee, 2013-2017; faculty tenure and promotion review committee, 2014; CAASA Committee, 2014-16; Social and Behavioral Sciences Assessment Committee, 2014-16; Advising and Retention Component of the Evaluation Plan Assessment Committee, 2015-17; Proposed Faculty Senate Committee, 2015; Proposed UAM Honors College Committee, 2008-09 & 2015-2016; Policies and Procedures Committee, 2020-Present; General Assembly Faculty Equity and Grievance Committee, 2022-Present; Faculty Promotion Committee, 2022-2023; Vice-Chairman, UAM Faculty Assembly, 2022-2023.

PERSONAL

Saint Mary's Episcopal Mission, Diocese of Arkansas. Vestry, 2008-Present; Sexton, 2012-2017; Bishop's Warden, 2017-2020; Bishop's Junior Warden, 2020-present.

Eureka Lodge No. 40, F.&A.M. of Arkansas, Monticello. Junior Warden, 2023.

- Twilight-Acacia Lodge No. 114, A.F.&A.M. of Missouri, Past Master, 2003-2004. Grand Lodge Achievement Award, perpetual member.
- 32°, Ancient and Accepted Scottish Rite of Freemasonry, Southern Jurisdiction, Valley of Little Rock, Orient of Arkansas. Knights of Saint Andrew, Squire, 2022-Present
- Lafayette No. 7, Royal Arch Masons; English Council No. 14, Royal and Select Masters; Damascus No. 8, Knights Templar, Pine Bluff, Arkansas.

- Shriners International, 2015-Present. Potentate, Sahara Shrine, Pine Bluff, Arkansas, January 1-June 15, 2021. Abou Ben Adhem Shrine, Springfield, Missouri, 2021-Present. International Shrine Clown Association, (ISCA), 2018-Present.
- Washington Lodge No. 1, F.&A.M. of Arkansas, Fayetteville, perpetual member.

REFERENCES

- Tommy Gray, President, Drew County Historical Society and Commission, (870) 723-4534; tgray7438@yahoo.com.
- Michael Martin, Ph.D., Cheryl Courrégé Burguières/Board of Regents Professor in History, University of Louisiana at Lafayette; docmartin@louisiana.edu; 337-482-6900; Department of History, Geography, & Philosophy, H.L. Griffin 554, P.O. Box 43605, Lafayette, LA 70504.
- Young, Clinton, Ph.D., Professor of History and Dean, School of Social and Behavioral Sciences, University of Arkansas at Monticello, P.O. Box 3619, Monticello, AR 71656; young@uamont.edu.

Curriculum Vita

Walter R. Everett everetw@uamont.edu (870) 460-1647

Education:

University of Northern Colorado, current

University of Louisiana at Monroe, 2006-2008 M.A. History, August, 2008

University of Arkansas, Monticello, 2001-2005 B.A. History & Social Studies, Minor Political Science, December, 2005 Magna Cum Laude

Languages:

French

Professional Activity/Experience:

Instructor of History and Geography University of Arkansas-Monticello 2008-Present

Graduate/Teaching Assistant: University of Louisiana at Monroe History Department, 2006-2008

Guest Lecturer:

University of Louisiana at Monroe, Dr. Marshall Scott Legan United States History I & II

Guest Lecturer:

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

Publication

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).

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:

Arkansas Association of College History Teachers

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. Clinton Young Department of History University of Arkansas at Monticello (870) 460-1047

Dr. John Kyle Day Department of History University of Arkansas at Monticello (870) 460-1887

Dr. Roger M. Carpenter Department of History University of Louisiana at Monroe (318) 342-6739

Dr. Monica M. Bontty Department of History University of Louisiana at Monroe (318) 342-1651

John R Henris Curriculum Vitae (Fall 2023)

School of Social and Behavioral Sciences University of Arkansas at Monticello Monticello, Arkansas PO Box 3619, UAM (870) 460 1163 henris@uamont.edu

Education

Ph.D. The University of Akron, US History May 2009 M.A. Slippery Rock University, History Dec. 2002 B.S. Black Hills State University, History Aug. 2001

Employment

Associate Professor, University of Arkansas at Monticello, 2020 – Present Assistant Professor, University of Arkansas at Monticello, 2014 – 2020 Instructor, Kent State University (Main & Salem Branch), 2008-2014 Instructor, Cleveland State University, 2011-2013 Senior Lecturer, University of Akron, 2007-2014 Teaching Assistant, University of Akron, 2003-2006 Graduate Assistant, Slippery Rock University, 2001-2002 Assistant Curator, Old Stone House Museum, 2001-2003 Assistant Archivist, City of Deadwood Planning and Preservation, 1999-2001

Peer Reviewed Scholarship:

- "Plenty of Wood, Grass and Water: Indians, Ranchers, and the Nature of Western South Dakota, 1876 1916," in John Lauk, ed. *Old Trails and New Roads in South Dakota History*, Center for Western Studies, Augustana University, 2023.
- "Spearfish: The Environmental Margins of a Northern Great Plains Apple District, 1882 1914" *Agricultural History*, Vol. 94, No. 2 (Spring 2020): 205-223.
- "Trout Fishing Must Eventually Give Way to Mining": Cyanide Mills and Recreation on Spearfish Creek in the South Dakota Black Hills, 1898 1910" *The Mining History Journal* (2019): 35-51.
 - John M. Townley Award (Best Article Mining History Association) 2021
- "An Intolerable Nuisance into a Legitimate and Fairly Remunerative Industry": Fishing, Tourism, Local and Interstate Conflict on Sand Creek in the Wyoming Black Hills, 1889 1914" *Annals of Wyoming* Vol. 91, No. 3 (Summer 2019): 2 14.
- "No Finer Trout-Streams in the World Than These:' The Making of a Recreational Fishery in the Black Hills Forest Reserve." *South Dakota History* Vol. 45, No. 4 (Winter 2015): 1-32.

"A Little Leaven Leaveneth a Whole:' Unearthing the Moral Ecology of Antebellum Quaker Appalachia." *Ohio Valley History* 13, no. 4 (Winter 2013): 23 – 42.

- "Wade Prize" Best Article in Ohio Valley History – 2016

University Service

Chair, Winthrop Rockefeller Lecture Series Committee 2023

Chair, Faculty Research Grant Committee – 2021 – 2023

History Advisor, UAM Taylor House Plantation Historic Property Committee, 2020 – 2023

Chair, UAM Tree Board/Campus USA 2019 – 2023

Program Review Committee 2018 – 2022

Faculty Advisor Phi Alpha Theta Honors Society, 2016 – 2020

Centennial Opportunity Fund Committee 2016 – 2019

Promotion Committee to Full Professor – Dr. Lee – 2018

Committee Public Administration AA Degree 2018

University Tree Board Committee – 2017 – 2018

University of Arkansas System Medical Insurance Review Committee 2017 – 2018

Strategic Planning Input Committee 2016 – 2017

Parliamentarian, University Assembly 2015 – 2017

Promotion Committee to Full Professor – Adam McKee – 2016

Teacher Education Committee 2015 – 2016

Horizons Committee 2015 – 2016

Faculty Co-Advisor, Phi Alpha Theta Honors Society – 2015

Psychology Search Committee – 2016

Chair, Retention Committee 2015 – 2016

Recruitment Committee, 2014 – 2015

Early Non-U.S. History Search Committee, 2014

Criminal Justice Search Committee, 2014

Public & Professional Service

Book Reviewer – Pacific Historical Review – 2023

Book Reviewer – Agricultural History – 2023

Monticello City Tree Board Chair – 2019 – 2022

National History Day Judge (Southeastern Arkansas) – 2018

History Board Member – Preserve Arkansas Most Endangered Places – 2016 – 2017

Guest Speaker – Monticello's Horticultural History – Monticello Rotary Club – 2016

Committee Member – Monticello Tree Board – 2016 – 2017

Series Editor – Ohio History & Culture at the University of Akron Press – 2016 – 2023

Blind Reviewer – Agricultural History Journal – 2016 & 2017

Blind Reviewer – Drew County Historical Journal – 2016 – 2017

Volunteer Archivist, Malone University Quaker Archives 2010 – 2011

Volunteer, Old Stone House Museum, 2003 - 2008

Assistant Curator, Old Stone House Museum, Slippery Rock, Pennsylvania 2001 – 2003

Assistant Archivist, Department of Planning and Historic Preservation 1999 – 2001

Academic Teaching Experience

Courses Taught: Undergraduate

American Environmental History

Nineteenth-Century Western Scientific Exploration

American West

Native American Indian History

Historical Methods

US Civil War & Reconstruction

American Revolution & Early Republic

Colonial America

U.S. Survey to 1877

U.S. Survey Since 1877

UAM Pathways (First Year Experience) Course

Honors U.S. History Survey

Honors Individual Research

Modern U.S. History Survey

History of Ohio

World Civilizations China

World Civilizations Japan

World Civilizations to 1650

World Civilizations Since 1650

Courses Taught: Graduate

History of Ohio

History of Cleveland

Local History Research Seminar

Courses Taught: Distance Learning/Online

History of Ohio

U.S. History to 1877

US History Since 1877

Selected Conference Papers

- "Protecting the No Flesh and Corn Creek Reserves: Timber Conservation and Conflict on the Pine Ridge Reservation, 1908 1911." 58th Northern Great Plains History Conference, Sioux Falls, South Dakota, 27 30 September 2023.
- "Counting Crows and Planting Squirrels: Conservation Policy in the Harney National Forest, 1902 – 1925." Arkansas Association of College History Teachers, Little Rock, Arkansas, October 2022.
- "Making the Black Hills Bloom: Fayette L. Cook, Spearfish Normal School, and Horticultural Development on the Northern Great Plains, 1885 1922." 53rd Annual Northern Great Plains History Conference, Mankato, Minnesota, September 2018.
- "Contested Waters: Mining, Farming, and Recreation on Spearfish Creek, 1897 1919." Mining History Association Annual Conference, Deadwood, South Dakota, June 2018.
- "Engineering and Orchard District in the Black Hills: The Technological and Ecological Frontiers of Apple Growing in the Spearfish Valley, 1840 1920." Agricultural History Society Annual Conference, Lexington, Kentucky, June 2015. (Invited Paper)

- "Quaker Naturalists and the Roots of Progressive Agricultural Reform in the Antebellum Trans-Appalachian West." Conference of Quaker Historians and Archivists, West Chester, Pennsylvania, June 2014.
- "Mastering Quaker Bottom: Southern Agro-Ecology and Northern Conservation in Upper Appalachia, 1845 1860." 35th Annual Conference of the Appalachian Studies Association, Indiana University of Pennsylvania, March 2012.
- "Louis Taber's World: Land, Agriculture, and the Schism of the Ohio Yearly Meeting (Orthodox) of the Religious Society of Friends, 1848 1861." Conference on Information and Religion, Kent, Ohio, May 2011.

Research Honors and Awards

UAM Faculty Research Travel Grant, 2021 – 2022

UAM Off Campus Duty Assignment (Research Sabbatical) – Spring 2022

Center for Western Studies, Augustana University, Research/Travel Grant – 2022

John M. Townley Award, Best Article – Mining History Association – 2021

UAM Faculty Research Travel Grant, 2020 – 2021

UAM Faculty Research Travel Grant, 2018 – 2019

UAM Hornaday Outstanding Faculty Teaching Award Nominee – 2019

Mining History Association Research Grant – 2017

SSBS Outstanding Faculty Award – 2017

UAM Faculty Research Travel Grant 2016 – 2017

Wade Prize – Best Article in Ohio Valley History – 2016

UAM Faculty Research Travel Grant 2015 – 2016

Filson Historical Society Travel Grant, 2015

UAM Faculty Research Development Grant, 2014 – 2015

New England Regional Fellowship Consortium, Fellow 2007-2008

Robert W. Little Fellowship, University of Akron 2006-2007

Teaching Assistantship, University of Akron, 2003-2006

William and Dora Martin Scholarship, University of Akron, 2003-2006

Robert Duncan Award for Academic Excellence, Slippery Rock University, 2002

Graduate Assistantship, Slippery Rock University, 2001-2002

CURRICULUM VITAE

I. NAME

Sharon Lyn Silzell

II. POST-SECONDARY EDUCATION HISTORY

University of Texas at Austin: 2008-2015 Ph.D. in History, May 2015 M.A. in History, May 2011

Colorado Mesa University: 2003-2007

B.A. in History, summa cum laude, May 2007

III. EMPLOYMENT EXPERIENCE

University of Arkansas at Monticello: Assistant Professor of History, August 2015- Present.

University of Texas at Austin: Lecturer, June 2014-May 2015.

University of Texas at Austin: Teaching Assistant, Department of Religious Studies and Department of History, August 2009-2014.

IV. TITLE OF DISSERTATION

"In Hearts and Hands: Sanctity, Sacrilege, and the Written Qur'ān in Pre-Modern Sunnī Muslim Society"

V. PROFESSIONAL DEVELOPMENT

A. Significant Attendance at and Participation in Professional Meetings

"Suffering the Shriekers: Men and the Women's Suffrage Movement in Nineteenth-Century Arkansas." Arkansas Association of College History Teachers: Little Rock, AR, 3 October 2019.

"Mapping Monasteries: Toward a History of Early Christian Book Production in Iraq." International Congress of Medieval Studies in Kalamazoo, MI, 9 May 2019. This presentation was by invitation from the Hill Manuscript Library.

"Muddy Hands and Sacred Hearts: Changing Attitudes Toward the Sacrality of Qur'an Codices in Medieval Baghdad." South Arkansas Literary Festival: El Dorado, AR, 9 March 2019.

"People and the Books: Cross-cultural Exchange in Early Qur'an Production." Annual Meeting of The Middle East Studies Association: San Antonio, TX, 17 November 2018.

"Turning Pages: The Impact of Christian Gospel Codices on the Aesthetics of Eighth- and Ninth-Century Qur'ān Manuscripts." International Congress of Medieval Studies: Kalamazoo, MI, 10 May, 2018.

"Reading an Unreadable Book: Kufic Qur'ans and the Articulation of Islam." Annual Meeting of The Middle East Studies Association: Boston, MA, 19 November, 2016.

"Blood on the Text: The Mushaf and the Construction of the Sacred." Annual Meeting of The Middle East Studies Association: Denver, CO, 23 November, 2015.

"Blood and Ink: The Unintended Consequences of (Re)Writing Murder in Ninth-Century Baghdad." Arkansas Association of College History Teachers: Little Rock, AR, 2 October 2015.

"Sanctity and Sacrilege: Qur'an Codices in the Twelfth-Century Material Landscape." Annual Meeting of The Middle East Studies Association, Washington DC, 25 November, 2014.

"Hafsa and *al-Mushaf*: Women and the Written Qur'an in the Early Centuries of Islam." Annual Meeting of The Middle East Studies Association: New Orleans, LA, 11 October, 2013.

"Mihna and Mushaf: Caliphal Authority and the Written Qur'an." Middle East Studies Association Annual Meeting, Washington D.C. 4 December, 2011.

B. Workshops and Institutes Attended for the Purpose of Professional Development

Arkansas Association of College History Teachers: Little Rock, AR, 4-5 October 2018.

Arkansas Association of College History Teachers: Little Rock, AR, 5-6 October 2017.

Arkansas Association of College History Teachers: Little Rock, AR, 6-7 October 2016.

Intensive Introduction to Islamic Codicology, The Islamic Manuscript Association: University of Cambridge, UK, 5-9 September 2011.

C. Publications (Refereed Publications Indicated with an Asterisk)

*"Turning Pages: The Impact of Christian Gospel Codices on the Aesthetics of Eighth- and Ninth-Century Qur'ān Manuscripts" *Gesta*. (Revising and resubmitting).

Review: The Virtual Hill Museum & Manuscript Library in Digital Philology, A Journal of

Medieval Cultures 7 No. 2 (Fall 2018), 269.

*"Hafsa and al-Mushaf: Women and the Written Qur'an in the Early Centuries of Islam" in *Hawwa: Journal of Women in the Middle East and the Islamic World* 13 (2015), 25-50.

Review: Keaney, Heather. *Medieval Islamic Historiography: Remembering Rebellion* (Routledge, 2013). *H-Middle East Medievalists (H-Net)*.

D. Professional Consulting Opportunities

I was interviewed for the film series *Portraits of Courage: The Story of Women's Suffrage in Arkansas*. This film is part of the ArkansasIDEAS program for Professional development for Arkansas primary and secondary teachers.

https://www.myarkansaspbs.org/arkansas_womens_suffrage

"Women's Suffrage in Arkansas" talk as part of the Lunch and Learn series at SEARK Community College in Pine Bluff. September 17, 2019.

Harry Ransom Center, Austin TX, Catalogued the Arabic Manuscripts, Summer 2011.

E. PROFESSIONAL RECOGNITION, HONORS, GRANTS

A. Honors

University of Arkansas at Monticello - Alpha Chi Rookie of the Year Nominee, 2016.

Article of the Month: *Feminae: Medieval Women and Gender Index* for "Hafsa and al-Mushaf: Women and the Written Quran in the Early Centuries of Islam," October 2016. University of Texas at Austin: Nominated for Perry Prize for Outstanding Master's Thesis or Report, 2011

B. Grants

University of Arkansas at Monticello Faculty Research Grant, 2019-2020.

University of Texas at Austin Professional Development Grant, Graduate School, 2013

University of Texas at Austin Departmental Research Fellowship, Department of History, 2012.

University of Texas at Austin Travel Grants, Department of History, Department of Medieval Studies, and Department of Middle East Studies, 2011.

Foreign Language and Area Studies Fellowship, Arabic Language Study, American University in Cairo, Summer 2010.

Foreign Language and Area Studies Fellowship, Arabic Language Study, University of Damascus, Summer 2009.

University of Texas at Austin Department of History Fellowship, 2008-2009.

F. PROFESSIONAL SERVICE

A. Service to the UAM Community

Teacher Education Advisory Committee, 2016 – Present.

General Education Committee, 2018 – Present.

School of Social and Behavioral Sciences Strategic Planning Committee, 2019 – Present.

Assistant Faculty Advisor to Phi Alpha Theta, the History Honors Society, 2016 – Present.

Web Content Management System Workgroup, 2018.

Alternate Herald at UAM graduation, December 2018.

General Education Workgroup – Recommended changes for the core curriculum requirements at UAM, 2016-2017.

History Curriculum Committee - We submitted the report, "Creating a History Curriculum for the Regional and Global Twenty-First Century: Proposed Changes in the School of Social and Behavioral Science." My contribution was the "Student Progress and Work Force Applications" sections for each level of our History program, 2016-2017.

Program Review Committee 2015-2016.

School of Social and Behavioral Sciences Faculty Search Committees

Director of Social Work

Assistant Professor of Social Work

Assistant Professor of Criminal Justice

UAM History Department

With Dr. Clinton Young, I worked on revamping the History content in the UAM catalogue, 2018.

Created a new full-color brochure for the History Program, 2016-2017.

Devised a new "Graduation Checklist" for History advisors, 2016-2017.

Updated the Eight-semester Plan for History Majors, 2016-2017.

B. Service to the Public

Women's History Scholar for the Arkansas Women's Suffrage Centennial Commemoration

Committee, January 2018 – Present.

Writer and host of "Suffrage in Sixty Seconds" on KUAR, Little Rock, February 2019 – Present.

Coordinator Arkansas Region 4 National History Day Program, 2017 – Present.

Certified Master Gardener: My goal is to install a Historic Garden at the Taylor House. 2019 – Present.

Community Pollinator Garden Committee 2019 – Present

Maintain landscapes at the Drew County Historical Society, Drew County Court House, and Town Square, 2019- Present.

County Fair Booth Committee Chair 2019 (We won a blue ribbon.)

Led vegetable planting activity at Dew County Boys and Girls Club, Summer 2019.

Taught Professional Development Workshops for regional middle and high school teachers: "Teaching Project-Based Learning through National History Day," Summers 2017, 2018, 2019, 2022

"Using Primary Sources in the Classroom," with Drs. Clint Young and John Henris, Summer 2019.

Judge - National History Day State Competition, 2018, 2019 (Captain), and 2020, 2021, 2022.

Secretary and E-Newsletter Editor for the Tunican Chapter of the Arkansas Archeology Society 2016-2018.

Volunteer – Arkansas Mission of Mercy Free Dental Clinic Program, May 2016.

C. Service to the Profession

President, Arkansas Association of College History Teachers, 2022-Present

Vice President, Arkansas Association of College History Teachers, 2020-2022

Best Paper Prize Committee – Arkansas Association of College History Teachers, 2017 and 2018.

Outstanding Secondary History Teacher of Arkansas Committee – Arkansas Association of College History Teachers, 2019.

G. OTHER RELEVANT INFORMATION

A. Courses Taught at UAM

HIST 1013 World History to 1500

HIST 1023 World History Since 1500

HIST 3503 Medieval Middle East

HIST 3643 Medieval Age

HIST 3703 Modern Middle East

HIST 4033 Christianity

HIST 4043 Crusades

HIST 4053 Vikings

HIST 349V Islamic Spain and North Africa

B. Membership in Professional Organizations and Honor Societies

The Middle East Studies Association

Middle East Medievalists

Arkansas Association of College History Teachers

Arkansas Historical Association

Drew County Historical Association

Preserve Arkansas

Arkansas Archeology Society

International Congress of Medieval Art

Phi Alpha Theta

Alpha Chi

C. Foreign Language Skills

Advanced Arabic

Reading knowledge French

CLINTON D. YOUNG

School of Social and Behavioral Sciences University of Arkansas at Monticello P.O. Box 3619 Monticello, AR 71656

E-mail: young@uamont.edu

Office: (870) 460 1147

Cell: (870) 723 8282

CURRENT ACADEMIC POSITION AND FACULTY STATUS

University of Arkansas at Monticello, School of Social and Behavioral Sciences: Dean, August 2021-Present (Interim, August 2021-April 2022). Academic unit head for a multidisciplinary department of 15 tenure-line faculty members and 2 support staff in Criminal Justice, Geography, History, Political Science, Psychology, and Social Work. Duties include:

Implementing academic policies and procedures at the unit level; consulting with the Vice Chancellor for Academic Affairs and the Dean's Council on campus and unit policies and procedures.

Writing annual unit assessment reports for the Office of Academic Affairs and program reviews for the Arkansas Department of Higher Education; includes evaluating the key performance indicators of the unit strategic plan and collecting unit-level data on UAM's Institutional Learning Outcomes.

Administering the unit budget and supervising Maintenance & Operations expenditures.

Conducting annual faculty evaluations, including evaluation of concurrent enrollment instructors teaching at local high schools; overseeing the hiring of tenure-track and contingent faculty; evaluating and recommending faculty for tenure and promotion.

Curriculum development, including coordinating semester course schedules and offerings; supervising annual catalog revisions and updates; reviewing, modifying, and developing degree programs.

Overseeing student academics within the unit, including approving course waivers and substitutions, approving course overrides, mediating grade disputes, and providing initial advisement/registration when faculty are unavailable.

Serving as campus liaison for the Title IV-E Academic Partnership for Child Welfare Program housed within the unit.

Faculty duties as outlined below, with a 25% teaching load (3.0 hours) per semester.

Professor of History, July 2021-Present; Associate Professor of History, July 2015-June 2021; Assistant Professor of History, August 2009-June 2015. Duties include:

Designing and implementing general education and upper-division courses for B.A. degree students, including face-to-face, blended on-line, and fully online courses; developing online electronic resources to accompany courses.

Academic advising; mentoring undergraduate students engaged in academic research, including accompanying students to academic conferences; supervision of students pursuing independent studies.

Presentation and publication of academic research.

Departmental, university, professional, and community service.

LEADERSHIP AND ADMINISTRATIVE EXPERIENCE

Editor—Newsletter of the Association for Spanish and Portuguese Historical Studies: 2018-2023. Responsible for soliciting material for the annual newsletter, developing a list of all recent

- publications by members, copy editing, and desktop publishing. The Editor also serves as an *ex officio* member of the ASPHS Board of Directors.
- Assistant to the SSBS Dean for Internal Tenure & Promotion Guideline Development: 2020-2021. Responsible for creating draft guidelines (to be evaluated by a SSBS committee) on internal standards for tenure and promotion; responsible for creating new guidelines to evaluate internal applications for off-campus duty assignments.
- President—SEARK Concert Association: 2020-2021. Responsible for organizing and running monthly board meetings, coordinating events planning, working with Treasurer to solicit donations and raise funds for the organization, and serve as host for shows and performances. Oversaw the development of a series of streaming performances for the 2020-2021 season and the transition to a new website host and ticketing service.
- Assistant to the SSBS Dean for Report Management: 2019. Responsible for creating new templates for year-end unit reports and program review reports to the Arkansas Department of Higher Education; formalizing and standardizing data collection for those reports; and bringing reports into compliance with current Higher Learning Commission accreditation standards.
- President—Arkansas Association of College History Teachers: 2018-2020. Responsible for organizing the annual meeting, overseeing the Executive Committee, and determining the direction of the organization. Oversaw transition to a new website and responsible for planning the AACHT's first virtual annual meeting in October 2020.
- Vice President—SEARK Concert Association: 2018-2020. Responsible for overseeing the annual membership drive and for chairing the Speaker's Bureau (which provides other organizations with information about the Association), as well as serving as an *ex oficio* member of the Board of Directors.
- Vice President—Arkansas Association of College History Teachers: 2016-2018. Responsible for serving as Program Director for the annual meeting and administrating the AACHT mailing list and other communications.
- Liaison and Co-Coordinator of UAM Historical Projects: 2012-2017 and 2019-2021. Responsible (with Dr. John Kyle Day, UAM Department of History) for advising the Chancellor and the Office of Advancement on the historical preservation and restoration of the Taylor House at Hollywood Plantation in Winchester, AR; the X.O. Pindall Law Office in Arkansas City, AR; and the Camp Monticello Italian prisoner of war internment site in Monticello, AR. Duties included:
 - Coordinating on the scope and direction of restoration projects with external architects, contractors, and historical consultants.
 - Developing student activities and research on these properties.
 - Serving as a public liaison/spokesperson regarding the university's historical restoration activities.
 - Helping to prepare grant applications, including presenting the applications to the Arkansas Natural and Cultural Resources Council (ANCRC).
 - Preparing progress and final reports for the ANCRC.

PUBLICATIONS

Music Theatre and Popular Nationalism in Spain, 1880-1930. Baton Rouge: Louisiana State University Press, 2016.

*Winner of the American Musicological Society's Robert M. Stevenson Award for outstanding scholarship in Iberian and Latin American music, 2018.

"'Aplaudida por españoles': Italian Opera and the Invention of Spanish Musical Theater." Manuscript accepted by Alison Sinclair, ed., Spanish Popular Art and Culture, 1750-1900. Rochester, NY: Boydell & Brewer, In Press (publication expected late 2023).

"Concerto for Classroom: Teaching with Classical Music and Opera as Historical Sources." *The History Teacher*, 55:4 (August 2022), pages 615-635. Open source access at: https://www.societyforhistoryeducation.org/A22Preview.html.

Suzzette Shaw Goldmon and Clinton D. Young. "Heritage Tourism: The Enslaved Descendants' Role in Storytelling." *The Consortium Journal of Hospitality and Tourism*, 23 (Spring 2021), pages 31-37.

"The Southern Slope of Monsalvat: How Spanish Wagnerism became Catalan." *Nineteenth Century Music*, 41:1 (July 2017), pages 31-47.

"Why Did Spain Fail to Develop Nationalist Opera?" *Bulletin of the Association for Spanish and Portuguese Historical Studies* 38:1 (2013), pages 117-137. Open source access at: https://asphs.net/article/why-did-spain-fail-to-develop-nationalist-opera/.

"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.

Research in Progress:

"Transatlantic Divas and Cosmopolitan Composers: Spain, America, and Culture of Nationalist Opera since 1825." (Book manuscript)

"When Bayreuth Came to Barcelona." (Article manuscript) *Book Reviews:*

Irene Gómez-Castellano and Aurélie Vialette, eds., *Dissonances of Modernity: Music, Text, and Performance in Modern Spain* (Chapel Hill: U.N.C. Department of Romance Studies, 2021), in *Revista de Estudios Hispánicos* 56:2 (June 2022), pages 301-303.

Dorian L. (Dusty) Nicol, "Miss Spain in Exile": Isa Reyes' Escape from the Spanish Civil War—Flamenco and Stardom in 1930s Europe (Brighton & Chicago: Sussex Academic Press, 2021), in The Volunteer 39:2 (June 2022), pages 20-21.

Eugenia Afinoguénova, *The Prado: Spanish Culture and Leisure*, 1819-1939 (University Park: Penn State University Press, 2017) in *Bulletin of the Association for Spanish and Portuguese Historical Studies*, 43:1 (2018), pages 221-222.

Rachael Ball, *Treating the Public: Charitable Theater and Civic Health in the Early Modern Atlantic World* (Baton Rouge: Louisiana State University Press, 2016) in *The American Historical Review*, 123:2 (April 2018), pages 554-555.

Luisa Elena Delgado, Pura Fernández, and Jo Labanyi, eds., *Engaging the Emotions in Spanish History and Culture* (Nashville: Vanderbilt University Press, 2016) in *Bulletin of the Association for Spanish and Portuguese Historical Studies*, 42:2 (2017), pages 147-149.

J.H. Elliott, *Spain, Europe, and the Wider World, 1500-1800* (New Haven: Yale University Press, 2009) in *Itinerario: International Journal of European Expansion and Global Interaction* 33:3 (2009), pages 167-169.

Gabriel B. Paquette, *Enlightenment, Governance, and Reform in Spain and its Empire, 1759-1808* (New York: Palgrave Macmillan, 2008) in *Itinerario: International Journal of European Expansion and Global Interaction* 32:3 (2008), pages 130-132.

Non-Refereed Reference Articles:

"Music, 18th-21st Centuries." In *The Routledge Handbook of the History of Madrid*, ed. Juan Sola-Corbacho and Jodi Campbell. Under contract; manuscript due November 2023.

"Spain and Portugal on Record: An Introduction and Listener's Guide." *Newsletter of the Association for Spanish and Portuguese Historical Studies* 8 (2017), pages 17-26.

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

- "Alvarez Quintero, Joaquín and Serafín" (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)

PRESENTATIONS

Conference Presentations:

"La Walkyria en las Ramblas: Wagnerism and Francoism in the 1950s." Association for Spanish and Portuguese Historical Studies: Boulder, CO, 20 May 2023.

"From Mozart to Massenet: Towards a Typology of Iberian Representation in Opera." Association for Spanish and Portuguese Historical Studies: Universitat Pompeu Fabra, Barcelona, 13 July 2019.

"Italian Opera and Nationalist Tendencies: The Careers of Michael Balfe and Saverio Mercadante." Nineteenth Century Studies Association: Kansas City, MO, 7 March 2019.

"The Iberian Adventures of Saverio Mercadante and the Politics of Operatic *Ressentiment*." Association for Spanish and Portuguese Historical Studies: Portland State University, 6 April 2018.

- "Verdi, the Spanish Prisoner: Imagining Spain in *Risorgimento* Opera." Association for Spanish and Portuguese Historical Studies: New York University, 17 March 2017.
- "Transatlantic Operatic Culture and the Making of the American Diva." Arkansas Association of College History Teachers: Little Rock, AR, 7 October 2016.
- "Spanish Identity and the Development of International Operatic Culture." American Historical Association: Atlanta, GA, 8 January 2016.
- "Local Color as National Identity: Rural Spain on the Musical Stage, 1901-1926." Pulling Together or Pulling Apart: Identity and Nationhood—Spain, Europe, and the West: Trinity College Dublin, 26 June 2015.
- "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 *Cádiz* 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 Tomás Bretón and Antonio Peña y Goñi." Society for Spanish and Portuguese Historical Studies: Universidad Complutense de Madrid, 3 July 2003.

Public and Media Presentations:

"Zarzuela: Music Theatre and Nationalism in Spain." *Historias: The Spanish History Podcast*. Released in Fall 2019. Available at https://historiaspodcast.org/

"Can Music Reclaim Nationalism for Democratic Societies?" TEDx UA Monticello. 26 March 2019. Available at https://youtu.be/bFz8ExLGdwg

Community and Educational Presentations:

"Using Primary Sources in the Classroom." With Dr. John Henris and Dr. Shari Silzell (organizer), UAM Department of History. Educational workshop for secondary school teachers sponsored by the Southeast Arkansas Educational Renewal Zone Partnership, 20 June 2019; revised and re-presented 4 August 2021.

Service as Panel Chair and/or Commentator:

"Place-Making in Twentieth Century Spain." Association for Spanish and Portuguese Historical Studies: Boulder, CO, 21 May 2023.

"Legacies of Colonialism and Occupation." Arkansas Association of College History Teachers: Little Rock, AR, 4 October 2018.

"Stories, Media, and Movements: Bodies, Culture, and Feminisms." Association for Spanish and Portuguese Historical Studies, Portland State University, 7 April 2018.

"Defining *El Campo*: Rural Identity and the Creation of Modern Spain." American Historical Association: Washington, DC, 5 January 2018.

"The Uses of the Past in World History." Arkansas Association of College History Teachers: Little Rock, AR, 6 October 2017.

"The Uses of the Past in Iberian History." Association for Spanish and Portuguese Historical Studies: New York University, 18 March 2017.

"Trans(national), Anti-Fascist, Avant-Garde." Association for Spanish and Portuguese Historical Studies: San Diego, CA, 19 March 2016.

"Environments of War, Environments of Identity." Arkansas Association of College History Teachers: Little Rock, AR, 2 October 2015.

Roundtable Moderator for "Teaching Iberian History: Specific Issues." Association for Spanish and Portuguese Historical Studies: John Hopkins University, 21 March 2015.

"Visuality, Materiality, and Interdisciplinarity in History." Phi Alpha Theta Arkansas Regional Meeting: University of Arkansas at Fayetteville, 27 February 2015.

- "Religion and Rights in History." Arkansas Association of College History Teachers: Little Rock, AR, 2 October 2014.
- "Modern European History." Phi Alpha Theta Arkansas Regional Meeting: Arkansas State University, 15 March 2014.
- "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.

SERVICE

Professional Service:

- Friends of the Monticello Library Board of Directors: 2021-Present. Responsible for raising and administering funds to support associated literacy and community programming for the Monticello Public Library.
- Program Director—Association for Spanish and Portuguese Historical Studies: 2015 and 2017. Responsible for organizing the program of the Association's annual meeting.
- Advanced Placement Exam Reader (World History): 2017-2020. Trained in reading and assessing Document Based Questions and Long Essay Questions.
- Judge—History Day Arkansas: 2013, 2014, 2015, 2017.
- 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.
- Manuscript Reviewer—Conducted pre-publication reviews of manuscripts for University of Illinois Press, University of Wisconsin Press, Berghahn Books, Institutio Complutense de Ciencias Musicales Publicaciones, and Boydell & Brewer.
- Article Reviewer—Conducted blind peer reviews of articles for *Nations and Nationalisms*, *Nationalities Papers*, *Bulletin of the Association for Spanish and Portuguese Historical Studies*, *Popular Entertainment Studies*, and *isaScience*.
- Textbook Reviewer—Conducted reviews of world history textbooks under consideration for publication by Pearson/Longman, Rowman & Littlefield, Oxford University Press, and OpenStax.

Prospectus Reviewer—Conducted reviews of manuscript prospectuses under consideration for publication by University of Illinois Press and Routledge Press.

External Tenure and Promotion Assessor—Provided external assessment of scholarship for Dr. Ernest Jenkins, University of South Carolina, Lancaster (2019) and Dr. Julia Hudson-Richards, Pennsylvania State University, Altoona (2016).

Institutional Service, University of Arkansas at Monticello:

Hornaday Outstanding Faculty Award Nomination Committee: Chair, 2023.

Hornaday Outstanding Faculty Award Selection Committee: Chair, 2022.

Centennial Fund Committee: 2021-2022. Responsible for evaluating and awarding grant funding to university projects designed to promote student engagement and success.

Academic Advisor Search Committee, Office of Academic Affairs: 2021.

Honors Committee: 2020. Responsible for evaluating the feasibility and developing the operating guidelines for a proposed honors program at UAM.

Library Committee: 2018-2021.

General Education Committee: 2016-2018.

Arkansas Department of Higher Education Policy Meeting on Advanced Placement Credit: UAM History Program Representative, 2017.

Strategic Planning Input Process Work Team: Faculty Committee at Large Team Leader, 2016-2017. Responsible for overseeing a committee of faculty charged with the creation of strategies and quantifiable goals to measure the progress of implementing UAM's Strategic Plan.

Faculty Research Committee: Chair, 2014-2016. Responsible for overseeing the evaluation of proposals for internal university research grants and approving expenditures for successful applicants.

B.A. Identity Requirement Committee: 2015.

Faculty Team Leader—"Retaining Students through the First Year Experience" workshop for Faculty Development Week: 2015.

Program Review Committee: 2010-2015. Responsible for contributing to the UAM self-studies for the Arkansas Department of Higher Education program assessments and for writing the 2013-2014 History Program Review.

UAM Accreditation Self-Study Committee on Teaching and Learning (Quality, Resources, and Support): 2012-2014.

Academic Appeals Committee:

Departmental Representative: 2011-2014.

Departmental Alternate: 2010-2011.

Teacher Education Advisory Committee: 2010.

Tenure and Promotion Committees: Served as promotion committee chair for Dr. Brandy Haley, School of Nursing (2022); as non-departmental tenure and promotion assessor for Dr. Craig Olsen, School of Arts and Humanities (2020) and Dr. John Dennis, School of Forestry and Natural Resources (2018).

Departmental Service, UAM School of Social and Behavioral Sciences:

Strategic Planning Committee: Chair, 2018-2019. Responsible for developing a unit strategic plan that coordinates with and supports the UAM Strategic Plan.

History Curriculum Committee: Chair, 2016-2018. Responsible for overseeing an updating of the History Program curriculum, including developing a new comprehensive major option for students.

Horizons Program Committee on Student Travel: 2013-2015. Responsible for helping to draft the first university guidelines governing student travel for academic credit and student travel to academic conferences.

School of Social and Behavioral Sciences Faculty Search Committees:

Assistant Professor of World History: 2015.

Assistant Professor of Political Science: 2014-2015.

Director of Social Work: 2014.

Dean of Social and Behavioral Sciences: 2014.

Assistant Professor of Early American History: 2013-2014.

Assistant Professor of World History: 2012-2013.

Director of Social Work: 2012.

Faculty Advisor—Phi Alpha Theta History Honor Society, Alpha Nu Zeta Chapter: 2010-2015. *The Alpha Nu Zeta chapter at UAM won the Best Chapter Award (Division II) each year from 2010-2014 and the Nels A. Cleven Award for special distinction in 2013 and 2014.

Committee on Student Retention: 2009-2010.

Other Institutional Service:

History Guild—University of California, San Diego: Chair and European Field Group Representative, 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.

GRANTS, FELLOWSHIPS, AND AWARDS

J. William Fulbright Foreign Scholarship: 2001-2002.

Professional Development Grants:

University of Arkansas at Monticello Faculty Research Committee Award (funding for research travel): 2009-2010, 2015-2016, 2017-2018, 2018-2019, 2019-2020.

Chancellor's Travel Fund (for conference travel)—Western Carolina University: 2007 and 2008.

Research Grant—Program for Cultural Cooperation between the Spanish Ministry of Culture, Education, and Sports and United States Universities: 2001.

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 Other Academic Grants:

Arkansas Natural and Cultural Resources Council: 2012-2017. Responsible for serving as Grant Contact Officer for a multi-year, \$1.9 million grant to undertake the historical restoration of the Taylor House at Hollywood Plantation historical site acquired by UAM. Duties included:

Preparing reports on UAM's use of ANCRC funding.

Making presentations to request funding at statewide grant meetings.

Serving on committees to choose the contractors undertaking restoration work.

Serving as Liaison and Co-Coordinator of UAM Historical Projects as outlined above.

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 a campus visit of 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:

Dan & Charlotte Hornaday Outstanding Faculty Award—University of Arkansas at Monticello: 2021.

Monticello-Drew County Chamber of Commerce Educator of the Year: 2021.

Trey Berry Award for Outstanding Faculty—School of Social and Behavioral Sciences, University of Arkansas at Monticello: 2015.

Teacher of the Year Finalist—Alpha Chi Honor Society, University of Arkansas at Monticello: 2013, 2015, 2016, and 2018.

Outstanding Academic Advisor—University of Arkansas at Monticello: 2012, 2013, and 2014.

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

PREVIOUS ACADEMIC POSITIONS AND TEACHING EXPERIENCE

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

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.

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

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

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

Courses Taught as Primary Instructor:

General Education/Survey Courses:

World History to 1500/Survey of Civilizations I

World History since 1500/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 Hispanic World, 1800-Present

Modern Mediterranean History

Modern Spanish History

World War I

Combined Undergraduate and Graduate (M.A.) Courses:

Europe in the Nineteenth Century (1815-1914)

European Nationalism in Historical Perspective

Field Study Courses (co-taught with faculty from the UAM Department of Political Science):
National Field Study: San Francisco

International Field Study: Spain

Courses Taught as a Writing Instructor:

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

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

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

LANGUAGE SKILLS

Fluent in Spanish (Castilian).

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

APPENDIX D

UAM Institutional Learning Outcomes

CRITICAL THINKING VALUE RUBRIC

for more information, please contact walue@aacu.org



Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work, sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark I	Not Met 0
Explanation of issues	Issue/problem to beconsidered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	L	Not meeting dimensional requirement for Benchmark 1.
Evidence Selecting and using information to investigate a point of view or conclusion.	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpointsof experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Not meeting dimensional requirement for Benchmark 1.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Not meeting dimensional requirement for Benchmark 1.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	Not meeting dimensional requirement for Benchmark 1.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed, related outcomes (consequences and implications) are oversimplified.	Not meeting dimensional requirement for Benchmark 1.

GLOBAL LEARNING VALUE RUBRIC

for more information, please contact vaulee@aacu.org



Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 2	Milestones 2	Benchmark 1	Not Met 0
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.	Not meeting dimensional requirements for Benchmark 1.
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	the worldviews, power structures, and experiences of multiple cultures	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.	Not meeting dimensional requirements for Benchmark 1.

A A A Association of American Colleges and Elucarities

GLOBAL LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Framing Language

Effective and transformative global learning offers students meaningful opportunities to analyze and explore complex global challenges, collaborate respectfully with diverse others, apply learning to take responsible action in contemporary global contexts, and evaluate the goals, methods, and consequences of that action. Global learning should enhance students' sense of identity, community, ethics, and perspective-taking. Global learning is based on the principle that the world is a collection of interdependent, yet inequitable systems and that higher education has a vital role in expanding knowledge of human and natural systems, privilege and stratification, and sustainability and development to foster individuals' ability to advance equity and justice at home and abroad. Global learning cannot be achieved in a single course or a single experience but is acquired cumulatively across students' entire college career through an institution's curricular and co-curricular programming. As this rubric is designed to assess global learning on a programmatic level across time, the benchmarks (Levels 1-4) may not be directly applicable to a singular experience, course, or assignment. Depending on the context, there may be development within one level rather than growth from level to level.

We encourage users of the Global Learning Rubric to also consult three other closely related VALUE Rubrics: Civic Engagement, Intercultural Knowledge and Competence, and Ethical Reasoning.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

Global Self-Awareness: in the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.

Perspective Taking: the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

Cultural Diversity: the ability to recognize the origins and influences of one's own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.

Personal and Social Responsibility: the ability to recognize one's responsibilities to society--locally, nationally, and globally--and to develop a perspective on ethical and power

relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.

Global Systems: the complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and human systems s (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems 1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered.

Knowledge Application: in the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., contexts) on the local and global levels. An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.

TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark I	Not Met 0
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group .	Shares ideas but does not advance the work of the group.	Not meeting dimensional requirement for Benchmark 1.
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.	Not meeting dimensional requirement for Benchmark 1.
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.	Not meeting dimensional requirement for Benchmark 1.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any two of the following: Treats team members respectfully by being polite and constructive in communication. Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any one of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members,	Not meeting dimensional requirement for Benchmark 1.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.	Not meeting dimensional requirement for Benchmark 1.

Here endeth the Appendices to the

HISTORY

Program Review