# Program Approval Protocol for SEED BAT Social Studies

*Programs that have been revised and officially approved by DESE in the last two years (2021-2022 or 2022-2023) are only required to include items marked with an \*asterisk. However, for all other program revisions, it is mandatory to include all the items listed below*.

\*1. **Cover Sheet** (*See Attached*)

\*2. **Rationale**

1. Education programs at the University of Arkansas Fayetteville are revising programs to meet the requirements for the yearlong residency required by the Arkansas Department of Elementary and Secondary Education.

# \*3. Institutional Approval

1. Forms must be submitted through the University of Arkansas Program Management System. Following initial approval, the online form and associated documents will be submitted to the next approval level and proceed through the college approval process until the proposal reaches the office of the dean for college or school approval, or all participating deans, if more than one school or college is involved.

Proposals for all teacher education program changes proceed from the University Teacher Education Board (UTEB) to the college, which will forward the proposals to the University Course and Programs Committee for review. For actions to be reviewed by the University Course and Programs Committee in each month, the proposal must be at the University Course and Programs Committee level by the second Friday of that month. Actions involving curricula of undergraduate or professional programs must be reviewed by the University Course and Programs Committee and, for core courses, by the Core Curriculum Committee (CCC) prior to action by the Faculty Senate. Actions involving changes to graduate programs must be reviewed by the University Course and Programs Committee prior to action by the Graduate Council and Faculty Senate.

Certain program changes must be approved by or reported to the Board of Trustees and the Arkansas Higher Education Coordinating Board (see Board Policy 620.1 and the ADHE Criteria document identified on page one for further details). Among them are the initiation of new programs and substantive program changes including offering a program at an additional (off-campus) site. Many other changes must be reported (such as name changes and changes in organizational structure) and may be reviewed for action. All program change proposals are reviewed following campus approval to determine which are to be sent forward. All campus actions requiring action by either board or notification to either board will be handled by the provost, on behalf of the chancellor. Such actions will be reported by letter to the president for inclusion as agenda items for one or both boards. All materials for either board must be submitted to the office of the provost in electronic format. Items will not be submitted to ADHE for review until they have been approved by the Faculty Senate. Given that agenda items must be submitted no later than 120 days prior to the target AHECB meeting, Faculty Senate approval must be received at least four months in advance of that date. For programs requiring no off-campus approval, Faculty Senate approval will be considered notification to the campus that the program change will be implemented effective with the academic year in which the change is included in the catalog or the proposed effective date, if different, unless other notification is provided by the provost.

The Curriculum Approval Process is described in the Academic Policy 1622.20

(<https://provost.uark.edu/policies/162220.php> ). The Workflow Steps for Program/Unit Changes are also provided on the registrar’s website (<https://registrar.uark.edu/program-unitchanges/index.php> ).

1. Provide official documentation, including signatures, showing approval was granted by all appropriate authorizing entities outlined in 3.a. If approval has not been granted, indicate when approval is expected.

Official documentation will be provided by the university.

# Documentation of Revisions

* 1. **Changes to the Curriculum**

\*i The current program of study and the proposed program of study for SEED BAT Social Studies can be found in *Appendix B*.

\*ii A curriculum matrix displaying course alignment with the competencies for SEED BAT Social Studies, grades 7-12, can be found in *Appendix C.*

\*iii The Arkansas Teaching Standards matrix for first-time licensure programs documenting how the Arkansas Teaching Standards are covered in the SEED BAT Social Studies program are found in *Appendix D*.

. \*iv Our programs use the TESS for Aspiring Teachers ([TESS for aspiring teachers](https://dese.ade.arkansas.gov/Files/Aspiring_TESS_Rubric_2023_November_EEF.pdf)), for our programs of study. The aspiring teacher rubric is used to assess candidate readiness across the four domains of teacher practice: (1) planning and preparation; (2) classroom environment; (3) instruction; (4) professional responsibilities. This assessment takes place at the end of the first and second semesters of residency. Teacher candidates self-assess their readiness. Mentor teachers and university supervisors assess their readiness. This creates three evaluations of the candidates’ performance relevant to the aspiring teacher rubric.

# \*v For programs approved in the past two years:

# N/A

# For all other programs not approved in the past two years:

Course syllabi listed below on Appendix E

\*vi There have been no changes to common assessments.

# \*b. Program Partnerships and One-Year Supervised Residency

Candidates completing first-time licensure programs in May 2027 and thereafter must have completed a one-year supervised residency alongside an experienced mentor teacher in a school setting.

* + 1. [One-Year Supervised Residency Handbook - DRAFT](https://uark.box.com/s/o1dghijaf2j8ci5egz2b47w0fwjof9zl)
    2. Plan for implementing a one-year supervised residency that details the timeline and proposed 8-semester degree plan and ensures the minimum requirements are met:
       1. Our program engages candidates in substantial, quality participation in field experiences (such as observations and practicums) and supervised clinical practice (such as student teaching and internships), in the applicable licensure level and content area. This includes
          - A minimum of 18 hours a week in semester one, and a minimum of 24 hours a week in semester two with a minimum total of 270 hours for semester one and 360 hours for semester two for the yearlong internship.
          - Candidates in our programs will be placed in internship experiences that are in a variety of placements. These experiences will allow candidates to engage with students who may come from a wide range of linguistically, culturally, and academic experiences.
          - Settings adhere to requirements outlined in the current [DESE Rules Governing Educator Licensure](https://dese.ade.arkansas.gov/Files/Educator_Licensure_(Effective_6-2-22)_Legal.pdf)
       2. All clinical educators responsible for supervising candidates adhere to a high standard. They must hold a Master’s degree or higher associated with the content area or licensure area being supported. Clinical educators are trained in coaching and observation and have attended training in using the Aspiring Teacher Rubric for coaching.
       3. Verification of training in the system of support, development, and appraisal of teacher performance (e.g., TESS) has taken place each year the clinical educator is supporting candidates. Candidates have also been trained in the **Aspiring Teacher Rubric** and how to reflect on their teaching using the observation tool.
       4. Candidates in each program are provided a combination of field experiences and supervised clinical practice across the entire grade level of the license being sought. The Director of Field Placement along with the program faculty ensure that candidates are placed in the settings need to meet their grade band.

# General Requirements for Traditional Programs:

* For a candidate to enter a school setting for their clinical placement, each candidate must have completed all [required background checks](https://dese.ade.arkansas.gov/Offices/educator-effectiveness/licensure/background-checks).
* Candidates must have at least ninety hours of course credit before the start of semester one of the residency. During residency, candidates may have a maximum of 15 credit hours for each semester of residency.
* A one-year supervised residency shall include a yearlong clinical placement for a minimum of 3 days (18 hours) per week in the first semester and 4 days (24 hours) per week in the second semester. Programs may also use a semester equivalent (270 hours in the first semester and 360 hours in the second semester) for licensure areas that do not follow a traditional weekly schedule. The residency must span two consecutive semesters; Fall to Spring or Spring to Fall.
* A one-year supervised residency shall take place in a public-school classroom, including public charter classrooms or an accredited private school classroom.

# Requirements of the Traditional Educator Preparation Programs:

1. A clinical supervisor from the institution is assigned candidates based on his or her content area expertise in alignment with experience and degree requirements. The clinical supervisor should be current with all training including DESE-recognized coaching and Aspiring Teacher Rubric Training. This training is completed within the educator preparation program or attended through a DESE-approved training. The clinical supervisor supports, coaches, and trains the candidates through, but is not limited to the following:
   1. Candidates are formally observed and evaluated three times per semester (six for the year) by the clinical supervisor using the Aspiring Teacher rubric.
   2. The clinical supervisor will share observation with the candidate at the end of each observation. This information will also be shared with the mentor teacher. A feedback plan will include goals for the next observation.
2. The program will ensure the district assigns one experienced mentor teacher who is supporting no more than two total pre-service educators.   
   1. Training: Mentors will be trained to support, evaluate, and coach the candidate. Each mentor will participate in mentor training each year he or she is supporting a teacher candidate.

1. Our EPP and K-12 districts meet for two formal partnership meetings, one in the fall and one in the spring. These University Partnership meetings include all partners in Northwest Arkansas. Programs meet with school partners to discuss common assessment data. Partnership decisions are made based on data such as survey data from completers and employers as well as licensure pass rates. The University Teacher Education Board, which consists of school partner, faculty and student representatives, meets monthly to discuss program decisions.
2. A copy of the MOU signed by districts can be found in *Appendix F.* The MOU includes:
   1. Goals of partnership
   2. Responsibilities of the district
   3. Responsibilities of the EPP
   4. Joint responsibilities
   5. Timelines/Schedules for walk-throughs, meetings, and other communications
3. In addition to the requirements above, a candidate working as a Teacher of Record during a traditional internship within a requesting school district shall follow the requirements below:
   1. For a candidate to enter a school setting for their clinical placement, each candidate must have completed all [required background checks](https://dese.ade.arkansas.gov/Offices/educator-effectiveness/licensure/background-checks).
   2. Candidates must have an approved Aspiring Teacher Permit on file with DESE have met all first-time licensure requirements as referenced in [3-1.03.1 of the Licensure Rules](https://dese.ade.arkansas.gov/Files/Educator_Licensure_(Effective_6-2-22)_Legal.pdf), and received passing scores on all content area assessments required (including the stand-alone reading assessment for elementary education K-6 and special education K-12).
   3. Candidates must have at least ninety hours of course credit before the start of semester one of using the Aspiring Teacher Permit.
   4. The Aspiring teacher permit experience shall take place in a public- school classroom, including public charter classrooms with an experienced mentor teacher assigned by the district.

# c. Transition to DLT Format

1. Submit a rationale for the transition.
2. Submit a current program of study identifying the courses in the program that will be delivered totally or partially via distance learning technology.
3. Describe the methods for instructor-to-student and student-to-student interaction in the distance learning courses/modules, including synchronous (e.g., videoconferencing and chat) and asynchronous (e.g., email and discussion boards) methods.
4. Describe the assessment processes used in the courses to determine students’ achievement of intended outcomes
5. Submit syllabi for DLT courses that reflect the revised methods for interaction and assessment processes.

# Note: HLC policy requires an institution to seek HLC's prior approval if the institution plans to initiate or expand its distance education offerings. When initiation or expansion is anticipated beyond the terms of its current HLC stipulation, an institution must submit a substantive change request to HLC.

\*d. **Changes to Policies Overseeing Candidate Quality**

1. There have been no changes to entry requirements. Students are defined as teacher candidates once they have been officially admitted into their teacher education program.
2. There have been no changes to retention procedures.
3. A candidate is a successful program completer once they have graduated from their program. All candidates must follow a degree plan as well as requirements such as grade point average. The licensure officer will recommend a candidate for Arkansas licensure once the degree has conferred, and all licensure requirements are fulfilled (i.e. professional development and licensure testing).

\*5. **Transition Plan**

The transition plan for SEED BAT Social Studies is as follows:

1. Students with anticipated graduation dates of Spring 2026 or earlier will follow the current program of study.
2. Students with an anticipated graduation date of Spring 2027 will transition into the proposed program of study during the Fall 2025 semester. This transition will include enrolling in the new Teaching Residency course during Fall 2026, followed by enrolling in Advanced Teaching Residency course in Spring 2027.

**APPENDIX A**

**SEED BAT Social Studies Approval Letter**

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**APPENDIX B**

**Current Program of Study**

**SEED BAT Social Studies**

|  |  |  |
| --- | --- | --- |
| **Current Program of Study for SEED BAT Social Studies** | | |
| **Current Plan of Study** | | |
| **Course Code/Name** | **Course Hours** | |
| **First Year** | **Units** | |
| ENGL 1013 Composition I | 3 |  |
| MATH 1203 College Algebra | 3 |  |
| Humanities State Minimum | 3 |  |
| HIST 2003 History of the American People to 1877 | 3 |  |
| CIED 1013 Introduction to Education | 3 |  |
| ENGL 1023 Composition II |  | 3 |
| Science State Minimum Core with lab |  | 4 |
| HIST 1113 Institutions and Ideas of World Civilizations I |  | 3 |
| HIST 2013 History of the American People, 1877 to Present |  | 3 |
| CIED 1003 Introduction to Technology in Education |  | 3 |
| **Totals** | **15** | **16** |
| **Second Year** | **Units** | |
| Fine Arts State Minimum Core | 3 |  |
| HIST 1123 Institutions and Ideas of World Civilizations II | 3 |  |
| GEOS 1123 Human Geography or ANTH 1023 Intro to Cult Anth | 3 |  |
| GEOS 2003 World Regional Geography | 3 |  |
| CIED 2083 Innovation and Creativity in Daily Practice | 3 |  |
| Science State Minimum Core with lab |  | 4 |
| General Elective |  | 3 |
| PLSC 2003 American National Government |  | 3 |
| SOCI 2013 Sociology |  | 3 |
| Social Studies Diversity course |  | 3 |
| **Totals** | **15** | **16** |
| **Third Year** | **Units** | |
| HIST 4583 Arkansas in the Nation or HIST 3383 Arkansas and SW | 3 |  |
| ECON 2143 Basic Economics: Theory and Practice | 3 |  |
| SEED 4063 Disciplinary Literacies in Education | 3 |  |
| Social Studies Diversity course | 3 |  |
| CIED 4403 Understanding Cultures in the Classroom | 3 |  |
| 3000-level Social Science elective |  | 6 |
| 4000-level Social Science elective |  | 3 |
| EDST 3223 American Ed History or HIST 4893 History Seminar |  | 3 |
| SEED 4022 Classroom Management Concepts |  | 2 |
| CIED 3033 Classroom Learning Theory |  | 3 |
| **Totals** | **15** | **17** |
| **Fourth Year** | **Units** | |
| SEED 4103 Methods of Teaching Secondary Social Studies I | 3 |  |
| SEED 3283 Teaching Experiences in Education | 3 |  |
| CIED 4023 Teaching in Inclusive Secondary Settings (or elective) | 3 |  |
| 4000-level Social Science electives | 6 |  |
| CIED 4023 Teaching in Inclusive Secondary Settings OR |  |  |
| General Elective |  | 3 |
| SEED 4113 Teaching History, Government and Economics |  | 3 |
| CIED 4285 Teaching Experience |  | 5 |
| **Totals** | **15** | **11** |
| **Grand Total** | **120** |  |

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**APPENDIX B**

**Proposed Program of Study**

**SEED BAT Social Studies**

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| --- | --- | --- |
| **Program of Study for SEED BAT Social Studies** | | |
| **PROPOSED Plan of Study** | | |
| **Course Code/Name** | **Course Hours** | |
| **First Year** | **Units** | |
| ENGL 10103 Composition I | 3 |  |
| MATH 12003 College Algebra | 3 |  |
| Humanities State Minimum | 3 |  |
| HIST 20003 History of the American People to 1877 | 3 |  |
| CIED 10103 Introduction to Education | 3 |  |
| UNIV 10051 University Perspectives | 1 |  |
| ENGL 10203 Composition II |  | 3 |
| Science State Minimum Core with lab |  | 4 |
| HIST 11103 Institutions and Ideas of World Civilizations I |  | 3 |
| HIST 20103 History of the American People, 1877 to Present |  | 3 |
| CIED 10003 Introduction to Technology in Education |  | 3 |
| **Totals** | **15** | **16** |
| **Second Year** | **Units** | |
| Fine Arts State Minimum Core | 3 |  |
| HIST 11203 Institutions and Ideas of World Civilizations II | 3 |  |
| GEOS 11203 Human Geography or ANTH 1023 Intro to Cult Anth | 3 |  |
| GEOS 20003 World Regional Geography | 3 |  |
| PLSC 20003 American National Government | 3 |  |
| Science State Minimum Core with lab |  | 4 |
| 30000-level Social Science elective |  | 3 |
| SEED 30803 Innovation and Creativity in Daily Practice |  | 3 |
| SOCI 20103 Sociology |  | 3 |
| Social Studies Diversity course |  | 3 |
| **Totals** | **15** | **16** |
| **Third Year** | **Units** | |
| CIED 30303 Classroom Learning Theory | 3 |  |
| HIST 45803 Arkansas in the Nation or HIST 33803 Arkansas and SW | 3 |  |
| ECON 21403 Basic Economics: Theory and Practice | 3 |  |
| 30000-level Social Science elective | 3 |  |
| SEED 40603 Disciplinary Literacies in Education | 3 |  |
| CIED 30203 Survey of Exceptionalities |  | 3 |
| 30000-40000 level Social Studies Diversity course |  | 3 |
| 40000-level Social Science elective |  | 3 |
| 40000-level Social Science elective |  | 3 |
| 30000/40000 General Elective or HIST 48903 History Seminar |  | 3 |
| **Totals** | **15** | **15** |
| **Fourth Year** | **Units** | |
| SEED 41003 Methods of Teaching Secondary Social Studies I | 3 |  |
| SEED 32803 Residency Seminar | 3 |  |
| SEED 32903 Secondary Education Residency | 3 |  |
| CIED 44003 Understanding Cultures in the Classroom | 3 |  |
| SEED 40203 Classroom Management Concepts | 3 |  |
| SEED 41103 Teaching History, Government and Economics |  | 3 |
| SEED 42906 Secondary Education Advanced Residency |  | 6 |
| SEED 42803 Residency Advanced Seminar |  | 3 |
| **Totals** | **15** | **12** |
| **Grand Total** | **119** |  |

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**APPENDIX C**

**Course Alignment with ADE Content Competencies – SEED BAT Social Studies**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Social Studies, 7-12** | **Course Alignment with ADE Content Competencies** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | HIST 11193 | HIST 11293 | HIST 20003 | HIST 20103 | PLSC 20003 | SOCI 20103 | GEOS 20003 | ECON 30603 | HIST 33803 | HIST 45803 | GEOS 11203 | ANTH 10203 | HIST 32303 | HIST 32403 | HIST 30903 | HIST 32603 | HIST 34403 | HIST 34503 | HIST 34703 | HIST 36003 | HIST 36103 | GEOS 40403 | GEOS 42403 | GEOS 46903 | HIST 41303 | HIST 42003 | SEED 32803 | SEED 41003 | SEED 41103 | SEED 42906 | SEED 40603 |
| **1. Content Knowledge** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  |  |  |  |  | X | X | X | X |  |
| 1.2 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  |  |  |  |  | X | X | X | X |  |
| 1.3 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |  |  |  |  |  | X | X | X | X |  |
| **2. Course-Specific Competencies** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.1 |  | X |  | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  | X | X | X | X |  |
| 2.2 | X |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  | X | X | X | X | X | X |  |
| 2.3 |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X | X |  |
| 2.4 |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X | X |  |
| 2.5 |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  | X | X | X | X |  |
| 2.6 |  |  |  |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X | X |  |
| **3. Application of Content Through Planning** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X | X |  |
| 3.2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X | X |  |
| 3.3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X | X | X |
| 3.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X | X | X |
| 3.5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X | X | X |
| **4. Design and Implementation of Instruction and Assessment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X | X |  |
| 4.2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X | X |  |
| 4.3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X | X |  |
| 4.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X | X |  |
| 4.5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X | X |  |
| **5. Social Studies Learners and Learning** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  | X |
| 5.2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  | X |
| 5.3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  | X |
| 5.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  | X |  |
| 5.5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  | X |  |
| **6. Professional Responsibility and Informed Action** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X | X |  |
| 6.2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X | X | X |
| 6.3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X |  | X | X |  |
| **7. Arkansas History** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.1 |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.2 |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.3 |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.4 |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8. Personal Finance** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.1 |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.2 |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.3 |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.4 |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.5 |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.6 |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.7 |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**APPENDIX D**

**SEED BAT Social Studies**

**Course Alignment with Arkansas Teaching Standards**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **All Licensure Areas** | **Course Alignment with Arkansas Teaching Standards** | | | | | | | | | | | | | |
| CIED 10103 INTRO | CIED 10003 INTRO TECH | CIED 30203 SURV EXCP | CIED 30303 CLT | CIED 30803 CRTVTY | SEED 32803 RES | SEED 32903 RES SEM | CIED 40203 CL MNG | SEED 40603 DISC LIT | SEED 44003 UND CLTR | Various MTHD1 | Various METHD2 | SEED 42803 ADV RES SEM | SEED 42906 ADV RES |
| **Standard #1 Learner Development** | X |  | X | X | X | X | X | X | X |  | X | X | X | X |
| **Standard #2 Learning Differences** | X | X | X | X | X |  | X | X | X | X | X | X | X | X |
| **Standard #3 Learning Environments** | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| **Standard #4 Content Knowledge** |  |  | X |  |  | X |  |  |  |  | X | X | X | X |
| **Standard #5 Application of Content** | X | X | X | X |  | X |  |  | X |  | X | X | X | X |
| **Standard #6 Assessment** | X | X | X | X | X | X | X |  | X |  | X | X | X | X |
| **Standard #7 Planning for Instruction** |  | X | X | X | X | X | X |  | X |  | X | X | X | X |
| **Standard # 8 Instructional Strategies** | X | X | X |  | X | X | X |  | X |  | X | X | X | X |
| **Standard #9 Professional Learning and Ethical Practice** | X |  | X |  | X | X | X |  |  | X | X | X | X | X |
| **Standard #10: Leadership and Collaboration** |  | X | X |  | X | X | X |  |  | X | X | X | X | X |

**APPENDIX E**

**Professional Education Syllabi**

**INTRODUCTION TO EDUCATION**

CIED 10003: Introduction to Education: Lecture and Practicum University of Arkansas College of Education and Health Professions Department of Curriculum and Instruction

Class Dates and Times: Thursdays 8:35-11:35am Peabody Hall 309

**Instructor:** Dr. Jennifer Beasley **Email**: [jgbeasle@uark.edu](mailto:jgbeasle@uark.edu)

**Phone:** 479-575-6195

**REMIND Class Link:** https:[//www.remind.com/join/cied1013c](http://www.remind.com/join/cied1013c)

**Student Hours:** Mondays, 1:00pm – 3:00pm – *Other times are by appointment*

You are Invited! You do not have to wait until there is a problem to access me during student hours. Feel free to stop by just to say hello or ask a question. Join me for a one-on-one conversation or if you are more comfortable, bring a friend.

1. **COURSE DESCRIPTION:** Introduction to Education integrates psychological, sociological, and philosophical foundations of education with concurrent involvement in field experiences. It encourages prospective teachers to become reflective practitioners by emphasizing the organization of school systems, planning and implementation of effective classroom environments, developing of teaching styles, and new directions in education. The practicum component provides 18 hours of field experience designed to give prospective teachers an opportunity to observe and participate in a variety of school settings. It includes a variety of field-based activities to encourage personal reflection on the profession of teaching. Special focus is given to the organization of school systems, effective classroom environments, teaching styles, and new directions in education. Students are provided the opportunity to observe the educational process in two levels, elementary and junior high/middle school or high school. Twelve hours of observation take place in regularly scheduled school settings (virtual or face-to-face, depending on the current university/district recommendations), and six hours come from alternative settings as explained under “Additional Observations” of this syllabus.
2. **REQUIRED TEXTBOOK**:

The book for this course represents foundational information on education. In addition to this text, other articles and texts will be provided via Blackboard.

INTRODUCTION TO EDUCATION by Dr. Jennifer Beasley and Dr. Myra Haulmark.

A person with long hair wearing a blue shirt

Description automatically generated A person with blonde hair

Description automatically generated

Jennifer Beasley, Ed.D. Myra Haulmark, Ed.D.

This text is an open resource textbook and will be provided through the Blackboard Course. Link: https://uark.pressbooks.pub/introductiontoeducation/

1. **RELATIONSHIP TO KNOWLEDGE BASE:** Introduction to Education is an initial level course and is included in the Professional and Pedagogical standards. It is the first education course required and is a prerequisite for all other professional education courses. **A letter grade of a “C” must be obtained in this introductory course before a student may advance to any other professional education course**. This course links classroom theory with active involvement in public school settings. The course is designed to introduce students to the career of teaching and to the way education occurs in the classroom.
2. **COMPETENCIES:** Upon completion of CIED 1013, students will be able to:
   1. Describe the teaching/learning process based on observations and limited participation. (InTASC 1, 2, 3)
   2. Recognize the practical applications of philosophical concepts in the classroom. (InTASC 1, 9)
   3. Reflect on personal experiences within education and recognize how personal experiences influence perceptions of education. (InTASC 9)
   4. Delineate the predominant issues and social trends confronting contemporary education and the educational profession, including diversity and multiculturalism. (InTASC 3, 9, 10)
   5. Discuss teaching as a profession, including professional ethics. (InTASC 9, 10)
   6. Identify major historical events and persons who have influenced the progression and development of American education.
   7. Differentiate the various educational philosophies that undergird educational practice.
   8. Explain how educational philosophies influence the choice of curriculum and classroom instructional practices, including the utilization of technology in instruction.
   9. Develop a personal philosophy concerning teaching and learning. (InTASC 9, 10)
   10. Reflect on personal experiences within education and recognize their influence on one’s perception of education.
   11. Delineate the predominant issues and societal trends confronting contemporary education and the educational profession, including societal problems, public school funding, multiculturalism, and educational reform. (InTASC 1, 2, 3)
   12. Discuss teaching as a profession, including professional ethics. (InTASC 9, 10)
   13. Describe the role of the law in education with an emphasis on the rights and responsibilities of teachers and learners. (InTASC 9)
   14. Analyze the impact of recent research and selected trends upon current and future practices of educators. (InTASC 4, 5)
3. **CLASSROOM EXPECTATIONS AND COURTESIES:**

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well served in this course. It is my intent to present materials and activities that are respectful of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, faith/beliefs, and culture. Your suggestions are encouraged and appreciated.

If you feel like your performance in the class is being impacted by your experiences outside of class, please don’t hesitate to talk with me. I want to be a resource for you. I (like many people) am still in the process of learning about diverse experiences, perspectives, and identities. If something is said in class (by anyone, including me) that makes you feel uncomfortable, please talk to me about it.

(excerpted and modified from Brown University https://brown.edu/sheridan/teaching-learning- resources/inclusive-teaching/statements )

|  |  |
| --- | --- |
| **Expectations of Student** | **Expectations of Professor** |
| Please follow all university guidelines when physically present on campus | Keep expectations and assignments clear and up-to-date on the Blackboard course |
| During the discussion, please honor other contributors and be prepared to contribute yourself | Use timely feedback |
| Always be respectful and courteous to other students and teachers during class. Inappropriate, offensive or threatening comments will not be tolerated. | Be respectful and courteous and try to answer questions in a timely manner |
| Be professional! | Be professional! |

1. **COURSE REQUIREMENTS:** *A good rule of thumb is for every hour we spend in class, we will take one-two hours outside of class.*
2. TECHNOLOGY: This class will be taught as an in-person class. There will be times when the class will use laptops for assignments. Many assignments require access to Blackboard in order to submit required assignments. The class will also use ***Remind*** as a way to text questions and receive reminders throughout the course.
3. READINGS: This class will use an Open Access Textbook. Students will need to be able to access the text and articles online.
4. ARTICLE CRITIQUES: This requirement involves reading and critiquing **two** articles from professional (Peer-Reviewed) journals pertaining to current topics in the field of education. The articles selected should be at least 5 pages long (a minimum). In order to be current in the field of education, articles should be **less than ten** years old. Specific instructions for formating a critique will be furnished in class. All articles are written using the style of writing expected at the collegiate level using the American Psychological Association (APA) guidelines. A resource for learning about this style can be found online by going to <http://owl.english.purdue.edu/> . It is recommended that each student carefully consider the rubric that

will be used to grade the article critiques in order to comply with the standards that are set for this assignment.

1. Philosophy of Education Statement: Each student will write a formal Philosophy of Education statement describing his or her emerging personal philosophy of education. The position paper should portray a philosophy of education as it is related to the educational philosophies and theories studied in class. This is an important piece in an educational portfolio. Some questions this statement might answer are:
   1. Which philosophy/philosophies of education seem most in line with my own beliefs?
   2. Based on my educational philosophy, what do I hope to achieve as a teacher?
   3. What events or people have influenced my beliefs about education?
   4. What will the learning environment of my classroom look like, based on my philosophy?
   5. What historical perspectives also support my philosophical ideas about education? What is current research? What of my personal experiences?
2. ICE BREAKER / COOPERATIVE CHALLENGE: Each student will present a short 5-10 minute ice breaker or cooperative challenge for class engagement. The activity should be new, presented with clear instructions, and engaging. The goal of the activity is to create a classroom community and build connections while providing future teachers with a toolbox of future activities. Please refer to the presentation rubric for more details.

Additional Assignments

* 1. Project Final
  2. Weekly Quizzes
  3. Membership to Educators Rising RSO
  4. Attendance
  5. In Class Reflections and Assignments

THESE ASSIGNMENTS AS LISTED MAY BE ADDED TO OR ALTERED AT THE INSTRUCTOR’S DISCRETION IN ORDER TO MEET THE NEEDS OF THE CLASS

**V: GRADING**

1. Article Critiques: 2 assigned at 35 points each
2. Project Final: 75 points each
3. Philosophy Statement/Portfolio: 100 points
4. Weekly Quizzes: 10 or more at 10 points each
5. In Class Reflection: 8 or more at 10 points each – completed via FlipGrid
6. Class Engagement Activity: 25 points
7. Reflection Paper from the four scheduled video observations: 120 points
8. Completed online documents reflecting on the six flexible hours of observation: 40 points

TOTAL POINTS WILL VARY ACCORDING TO THE NUMBER OF QUIZZES or

Possible Adjustments to the assignments made during the semester Grading Scale: A=100-90. B=89-80. C=79-70. D=69-60. F=59 or lower.

IMPORTANT REMINDER! YOU MUST EARN AT LEAST A “C” FOR THE COURSE TO COUNT TOWARD YOUR DEGREE.

**VI: ACADEMIC HONESTY**

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook, will be fully adhered to in this course. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. Any work turned in by a student must be his or her own original work. Works from others that are referenced must be cited according to APA guidelines. The University of Arkansas Academic Honesty Policy can be located online at: [http://provost.uark.edu/245.php.](http://provost.uark.edu/245.php) The APA guidelines for citations can be found online through OWL at: <http://owl.english.purdue.edu/>

1. **INCLEMENT WEATHER**: All classes are canceled when the university is closed. For the university weather policy, please see <http://safety.uark.edu/inclement-weather/>
2. **ATTENDANCE POLICY AND LATE WORK POLICY:**

“Student absences resulting from illness, family crisis, university-sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or

subpoena for a court appearance, military duty, and religious observances are excusable according to university rules. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.” (Academic Regulations, University of Arkansas Catalog of Studies).

This course will meet only once a week which means that if you miss a class, it is like missing 2-3 class periods (Tue/Thur or M/W/F class). Active participation in the course is essential and expected. Repeated tardiness could result in a loss of participation points. Students missing more than 3 classes will be advised to withdraw and take the course at another time. Please talk to me about your absences.

**Makeup Policies**: You must contact the instructor **BEFORE** the assignment is due if extraordinary circumstances occur.

**IX: STUDENTS WITH LEARNING DISABILITIES**

I understand that learning differences are the unique and individual ways in which some people process new information. I want to create an inclusive classroom where all students are respected, and their learning needs are met. If you know that you have a learning difference or suspect you have a learning difference, please contact the Center for Educational Access for more information about eligibility for support services.

Phone: 479-575-3104

Campus Location: ARKU 209 Web: [http://cea.uark.edu](http://cea.uark.edu/)

If you are eligible for services, CEA will notify me right away of needed accommodations and I will meet with you one-on-one to discuss a success plan for the semester.

1. **EMERGENCY PROCEDURES**

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu

**Severe Weather (Tornado Warning):**

* + Follow the directions of the instructor or emergency personnel.
  + Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
  + If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
  + Stay in the center of the room, away from exterior walls, windows, and doors.

**Violence/Active Shooter (CADD)**

* CALL 9-1-1
* AVOID- if possible, self-evacuate to a safe area outside the building. Follow the directions of police officers.
* DENY- Barricade the door with desks, chairs, bookcases, or any items available. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by the police that it is safe to come out.
* DEFEND- Use chairs, desks, cell phones, or whatever is immediately available to distract and /or defend yourself and others from attack.

1. **INFORMATION ON THE ADDITIONAL 6 OBSERVATION HOURS**

In addition to the observations in the class, students are required to spend a minimum of six hours in additional observations. These observations are known as “flexible hours” and provide opportunities to observe school settings that may be outside of the traditional classroom. Students are to complete the Flexible Hours Form: https://forms.gle/QAY48CQA8Zbsi7mDA and are to write a two-page reflection summary regarding these additional observations and upload it on the form. The reflection summary should focus on what was learned during these observations that occurred outside of the regularly scheduled observations.

Students may choose from a variety of observation experiences and must obtain permission from the appropriate officials (principal, teacher etc.) before observing in classrooms or professional meetings such as a teacher Inservice Meeting (a letter of introduction from your professor is available on Blackboard).

The types of observation choices are listed below—they may be face-to-face or virtual. The amount of observation time that can be counted is provided and those that require permission are identified by an “\*”.

Professional Meetings: you may choose one of the following.

1. School Board meeting (Count up to one hour)
2. Faculty meeting \* (Count up to one hour)
3. Teacher In-service \* (Count up to one hour)
4. Other professional meetings with prior approval from your Instructor (count up to one hour)

Additional Class Observations \* (No limit-count actual time spent)

1. Special Education\*
2. English as a Second Language (ESL)\*
3. Gifted and Talented\*
4. Reading Recovery (elementary schools)\*
5. Reading Specialist\*
6. Speech/Hearing Impaired Specialist\*
7. Regular Classrooms\*
8. Head Start or Preschool\* (Elementary, Art, Music, and P.E. Majors only)
9. Lunchroom/playground\*

Extracurricular Activities (all public schools, not college) You may choose up to 2.

1. Athletic practice\* (count up to 2 hours)
2. Music/choir practice\* (count up to 2 hours)
3. Drama practice\* (count up to 2 hours)
4. Athletic contests (limit of 1 and may count up to 2 hours)
5. Performances (Count up to 1 hour for each observed)
6. Special Assemblies\* (Count up to 1 hour)
7. Field Trips\* (Count up to 2 hours)
8. **PROFESSIONALISM**:
9. While observing schools, CIED 1013 students are to engage in professional behavior and dress, always remembering that they are the guests in the host schools and that they are representing the University of Arkansas. Not adhering to the host school rules or to guidelines will lead to dismissal and a failing grade.
10. Please leave your phone in your car, or in your pocket, they should not be out during the observation.
11. All public schools are tobacco-free/drug-free/weapon-free zones---this included all school property, even the parking lot.
12. Please be aware of your language, as we will be with younger audiences.
13. We will specifically go over what professionalism includes in class prior to our first observation.

**CLASS SCHEDULE (Thursday Class)**

|  |  |
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| **DATE** | **TOPICS/ASSIGNMENTS** |
| August 25 (1) | Welcome - Intro to Education and the practicum program expectations Introduction to Course – Introduce and review the syllabus.  Assignment:  READ: Chapter 1 Why Teach? |

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| --- | --- |
|  | COMPLETE: Chapter 1 Quiz  Complete weekly reading and quiz by Wednesday, August 31 by 11:59 pm  via Blackboard |
| September 1  (2) | Topic: What is the Purpose of School?  Discuss school observations and reflection paper.  *Model watching an online lesson*  Assignment:  READ: Chapter 2 What is the Purpose of School? COMPLETE: Chpt 2 Quiz  Complete weekly reading and quiz by Wednesday, September 7 by 11:59 pm via Blackboard. |
| September 8  (3) | Topic: Who are Today’s Students? Participate in Case Scenarios  Assignment:  READ: Chapter 3: Who are today’s students?  COMPLETE: Chpt 3 Quiz by Wednesday, September 14 by 11:59 pm via  Blackboard |
| September 15  (4) | **1st observation at Lakeside Junior High**  Assignment:  Complete school visit reflection paper and notes by September 21 by 11:59 pm via Blackboard. |
| September 22  (5) | Topic: Reflect on school observation. Discuss the needs of today’s students.  Review Observation guidelines.  Assignment:  READ: Chapter 4: How do social issues affect students? COMPLETE: Chapter 4 Quiz  Complete weekly reading and quiz by Wednesday, September 28 by  11:59 pm via Blackboard. |
| September 29  (6) | **2nd Observation at Lakeside Junior High**  Assignment:  READ: Chapter 5: What is an Educational Philosophy  COMPLETE: Chapter 5 Quiz by Wednesday, October 5 by 11:59 pm via Blackboard.  Complete video reflection paper and notes by Wednesday, October 6 by  11:59 pm via Blackboard. |

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| October 6 (7) | Topic: Philosophies of Education  Discuss article critiques and expectations  Assignment:  READ: Chapters 6: Excellence or Equity…Which is More Important? COMPLETE: Quiz, Chapter 6 by Wednesday, October 12 by 11:59 pm via Blackboard |
| October 13 (8) | Topic: Excellence or Equity in Education  READ: Chapter 7: What are the Ethical and Legal Issues in Schools? COMPLETE: EdPuzzle Quiz, Chapter 7 by Wednesday, October 19 by 11:59 pm via Blackboard  Complete article critique #1 by Wednesday, October 26 by 11:59 pm via  Blackboard. |
| October 20 (9) | Topic: Ethical and Legal Issues in Schools Professional Learning Communities Format  Assignment:  READ: Chapter 8: What is Taught?  COMPLETE: Quiz, Chapter 8 by Wednesday, October 26 by 11:59 pm via  Blackboard |
| October 27  (10) | **3rd observation at Jim Rollins School of Innovation**  Assignment:  Complete school visit reflection paper and notes by November 2 by 11:59  pm via Blackboard. |
| November 3  (11) | **4th observation at Jim Rollins School of Innovation**  Assignment:  COMPLETE: Complete school visit reflection paper and notes by  November 9 by 11:59pm via Blackboard. |
| November 10  (12) | Topic: What is Taught?  Assignment:  READ: Chapter 10: What Makes an Effective Teacher?  COMPLETE: Chapter 10 Quiz by Wednesday, November 16 by 11:59 pm via Blackboard  *\*Bring “Effective Teacher” bag to class.* |
| November 17  (13) | Topic: What is an effective teacher?  Assignment:  READ: Chapter 9: What is a positive classroom environment?  COMPLETE: Chapter 9 quiz by Wednesday, November 30 by 11:59 pm via Blackboard  Complete Article Critique #2 by Wednesday, November 30 by 11:59 pm  via Blackboard |

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| November 24  (14) | **Thanksgiving Break** |
| December 1  (15) | Topic: What is a positive classroom environment?  Assignment:  READ: Chapter 11: What can a new teacher expect?  Submit all flex hour documentation and reflection by December 7 by 11:59 pm via Blackboard.  Complete the Philosophy paper by December 7 by 11:59 pm via  Blackboard. |
| December 8  (16)  Flex Hours Due | Topic: The New Teacher Topic: Educational Reform  Assignment:  Final Project is due by December 15 by 10:00 am via Blackboard. |
| **December 15** | **Final Project Due – FINALS December 15 by 10:00am** |

**University of Arkansas, College of Education and Health Professions**

**Department of Curriculum and Instruction**

**I. Program Affiliation: Special Education**

**Course Number and Title:** CIED 30203 - Survey of Exceptionalities

**Catalog Description:**

A survey of the characteristics of students with exceptional needs. Reviews the definitions of exceptionalities, learning and behavior characteristics of individuals with exceptionalities and the legal basis for the education of persons with exceptionalities in both elementary and secondary schools.

**Prerequisites:** [CIED 1013](https://catalog.uark.edu/search/?P=CIED%201013), or [MUED 2012](https://catalog.uark.edu/search/?P=MUED%202012), or [AGED 1123](https://catalog.uark.edu/search/?P=AGED%201123), or [PSYC 2003](https://catalog.uark.edu/search/?P=PSYC%202003).

**II. Broad Learning Objectives**

* Describe the different categories of exceptionality
* Explain the strengths and needs of students across exceptionalities
* Identify practices to promote desired outcomes for students with exceptionalities
* Describe the legal requirements related to education of individuals with exceptionalities in elementary and secondary schools.

**III. Course Objectives**

Listed below are the course objectives and their alignment across the [CEC Standards of Initial Preparation](https://exceptionalchildren.org/standards/initial-special-education-preparation-standards) and the [High Leverage Practices](https://highleveragepractices.org/).

* Explain the law and regulations governing the provisions of educational services to individuals with exceptionalities. (CEC Initial Preparation Standard 6; HLP 2, 5, 6)
* Determine role and responsibility in the development and implementation of educational programs for students with exceptionalities. (CEC Initial Preparation Standard 6; HLP 1, 2, 3, 4, 5, & 6))
* Describe the categories of exceptionality. (CEC Initial Preparation Standard 1; HLP 4)
* Describe the learning and behavior characteristics of individuals with exceptionalities. (CEC Initial Preparation Standard 1; HLP 4)
* Explain examples of appropriate instructional and environmental interventions and/or modifications across exceptionalities. (CEC Initial Preparation Standard 2 & 5; HLP 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22)
* Identify barriers to providing educational services to individuals with exceptionalities of varying ages, cultures, and diverse backgrounds. (CEC Initial Preparation Standard 1, 4, & 5; HLP 1, 3, 4, 5, 6, 10, 11, 12, 13, 20)
* Describe appropriate use of technology for individuals with exceptionalities.  (CEC Initial Preparation Standard 5; HLP 19)
* Examine personal beliefs and values related to the knowledge base in the education of individuals with exceptionalities. (CEC Initial Preparation Standard 6 & 7)
* Define the role and function of the Council on Exceptional Children (CEC) Code of Ethics in the education of students with exceptionalities and values related to the knowledge base in the education of individuals with exceptionalities. (CEC Initial Preparation Standard 6; HLP 1, 2, 3 )

**IV. Lessons**

**Lesson One: Introductory Activities**

**Objectives**

After completing this lesson, you will be able to:

* Describe educator responsibilities related to mandated reporting.
* Apply person first language when discussing individuals with disabilities

**Lesson Two: Evolution of Inclusion**

**Objectives**

After completing this lesson, you will be able to:

* Describe the history of special education services (1)
* Discuss the meaning and importance of inclusion (1)
* Identify the critical elements of inclusive contexts (1)
* Identify the different environments in which students can receive services (1)
* Identify teacher’s role in provision of services (3)

**Lesson Three: Individual Education Plan & Section 504 of the Rehabilitation Act**

**Objectives**

After completing this lesson, you will be able to:

* Describe services available to students with exceptionalities (2)
* Discuss the steps of the IEP process (2)
* Distinguish between Section 504 & IDEA (2)

**Lesson Four: Students with Learning Disabilities**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with learning disabilities (4, 5)
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with learning disabilities (6)

**Lesson Five: Students with Emotional/Behavioral Disorders**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with emotional/behavioral disorders
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with emotional & behavioral disorders

**Lesson Six: Students with Intellectual Disabilities**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with intellectual disabilities
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with intellectual disabilities

**Lesson Seven: Students with Attention Deficit/Hyperactivity Disorder**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with attention deficit & hyperactivity disorder
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with attention deficit & hyperactivity disorder

**Lesson Eight: Students with Autism**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with autism
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with autism

**Lesson Nine: Students with Speech and Language Disorders**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with speech and language disorders
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with speech & language disorders

**Lesson Ten: Students with Sensory Impairments**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with sensory impairments
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with sensory impairments

**Lesson Eleven: Students with Low Incidence Disabilities**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with low incidence disabilities
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with low incidence disabilities

**Lesson Twelve: Students At Risk**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students at risk
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students who are at risk

**Lesson Thirteen: Students with Special Gifts and Talents**

**Objectives**

After completing this lesson, you will be able to:

* Describe the characteristics of students with special gifts and talents
* Explain examples of appropriate instructional and environmental interventions and/or modifications for students with special gifts and talents

**Lesson Fourteen: Teaching Students in Early Childhood Settings**

**Objectives**

After completing this lesson, you will be able to:

* Describe supports for learners in early childhood learning settings.
* Identify different elements of inclusive early childhood classroom environments

**Lesson Fifteen: Secondary Education and Transition Services**

**Objectives**

After completing this lesson, you will be able to:

* Describe supports for learners in secondary education settings.
* Identify different steps of the transition planning process
* Describe the role of the teacher in securing transition-related services and supports

**V. Assignments and Grading Scale**

**1. Self-Introduction**

**Total Points: 20**

The purpose of this assignment is to introduce yourself and learn more about your peers

**2. First Person Language Quiz**

**Total Points: 10**

The purpose of this assignment is to build your knowledge related to first person language and role as a mandated reporter

**3. Mandated Reporter Training**

**Total points: 10**

The purpose of this assignment is to build your knowledge related to your role in protecting children and youth as a mandated reporter.

**4.  Three Asynchronous Discussion Groups**

**Total Points: 30 (10 points each)**

Over the course of the semester, you will participate in three discussion groups. For each discussion, you will be assigned to a group and given a prompt or series of questions to respond to. To earn your points, you will post an original response to the prompt and comment on three peers' posts.

**5. Eight Mini-Assignments**

**Total Points: 80 (10 points each)**

Over the course of the semester, you will complete eight mini-assignments. These assignments are aligned with the content presented in the lessons and aim to extend your knowledge related to providing services or supports to individuals with exceptionalities. Please be sure to review the rubric for each assignment prior to submission.

**6. Three Collaborate Sessions**

**Total Points: 150 (50 points each)**

Throughout the semester, there will be three collaborate sessions held. The purpose of these sessions is to review and discuss content presented across each lesson in order to build better understanding. Prior to attending the session, you will be expected to complete the collaborate session discussion guide.

**7. Interview with a Family of Child with Disability or Adult with Disability\*\***

**Total Points: 150**

For this assignment, you will be interviewing the family of an individual with a disability or an adult with a disability. This assignment is meant to expand your understanding of the experiences of individuals with disabilities, the supports currently in place, and the opportunities that remain.

**8. Community-Based Field Experience\*\***

**Total Points: 150**

For this assignment, you will be volunteering for a minimum of 10 hours with an organization providing services to persons with disabilities. This purpose of this assignment is to expand your experiences with individuals with disabilities and the organizations that serve them. During this experience, you will be responsible for keeping a journal to reflect on your activities. Additionally, you will create a presentation to share the impact of your volunteer experience with your peers.

**Total Points: 600**

**\*\*Failure to complete the field experience assignments will result in failure of the course.**

**Grading Scale I**

| Letter | Points | Percent |
| --- | --- | --- |
| A | Points: 537-600 | 90-100% |
| B | Points: 477-536 | 80-89% |
| C | Points: 417-476 | 70-79% |
| D | Points:357-416 | 60-69% |
| F | Points 0-357 | 59.99% and Below |

Note.

All written assignments are to be prepared on a computer and submitted in a Microsoft Word (.doc or .docx). Typos, misspellings, and grammar errors will result in a lower grade. Use people-first language. Avoid language that is sexist, culturally biased, reinforcing of stereotypes or offensive to person with disabilities. For your written assignments, use Times or Times New Roman 12 font with 1-inch margins and double spacing. The Publication Manual of the American Psychological Association (6th ed.) format is to be used when citing materials both in-text and in the reference list.

**HINT**: Retain a personal copy of your field experiences since they will not be returned to you

**VI. Technology & Communication**

* Access to a reliable Internet connection is required for this course. A problem with your Internet access may not be used as an excuse for late, missing, or incomplete coursework. If you experience problems with your Internet connection while working on this course, it is your responsibility to find an alternative Internet access point, such as a public library or Wi-Fi hotspot.
* In this class our official mode of communication is through uark.edu email and Blackboard Announcements. Students are responsible for checking their UARK accounts regularly. All communication between student and instructor and between student and student should be respectful and professional
* **Blackboard Learn** is the Learning Management System (LMS) platform used to provide teacher education candidates with the materials and information needed to participate asynchronously in this online course [Click image to go to the UofA Blackboard Login].
* Candidates can view the course via their smart phones, iPads, computers, etc using Blackboard Mobile
* Interactive Tools in Blackboard have been used to provide external links to content including YouTube Video content
* The [University of Arkansas Distant Education Library and the Mullins Library](http://libinfo.uark.edu/) provide candidates with peer-reviewed materials and books within the field of special education, education philosophy, and pedagogy.
* **myCoursEval** is used for end of course evaluations and are completed online to ensure complete confidentiality

**VII. Academic Honesty**

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.   
   
Each University of Arkansas student is required to be familiar with and abide by the university’s ‘Academic Integrity Policy' at <http://honesty.uark.edu/policy/index.php>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

**VIII. Accommodations**

Students with disabilities requesting reasonable accommodations must first register with the Center for Academic Access (CEA). The CEA is located in the Arkansas Union, Room 104 and on the web at: <http://cea.uark.edu/>. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

**IX. Academic Appeals**

Undergraduate students who wish to seek further review of an academic or non-academic decision or action by the University or a University employee (in an official capacity) that the student contends was in violation of written campus policies, or constitutes unfair or unequal application of such policies, should first seek to resolve such concerns through informal discussions.   In particular, grievances regarding academic matters should generally begin with informal discussions with the student’s instructor or with the faculty member supervising a course.  If such informal discussions do not reach a satisfactory resolution, then the student may pursue a grievance following the steps [in this student grievances and appeals policy.](https://catalog.uark.edu/undergraduatecatalog/academicregulations/studentacademicappeals/)

**X. Classroom Behavior**

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in possible removal from the class and /or disciplinary action as per the student handbook. Review the Computing Code of Conduct because sending spam or inappropriate emails are part of classroom behavior if the class email list is used. Inappropriate behavior can result in possible removal from the class and /or disciplinary action as per the student handbook.

**XI. Emergency Procedures**

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at **emergency.uark.edu.**

**Severe Weather (Tornado Warning):**

* Follow the directions of the instructor or emergency personnel
* Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
* If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
* Stay in the center of the room, away from exterior walls, windows, and doors

**Violence / Active Shooter (CADD):**

* **CALL-** 9-1-1
* **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
* **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe.
* **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

**Additional Weather Information:**

Online classes are generally not affected by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the campus policies may be helpful and is, therefore, included in the syllabus. In general, if the Fayetteville School District has closed the schools, faculty will be unavailable. For further information, please check [www.uark.edu](http://www.uark.edu/) for information concerning campus offices. University closing announcements are also made on KAUF Radio, 91.3 as well as local radio and television stations. The University's inclement weather site is updated frequently on the University website.

Students in special education classes should use discretion in making the decisions concerning their personal safety. Online classes are generally not impacted by the weather, but faculty may not be available when weather is an issue. Therefore, an awareness of the on campus "Inclement Weather Policy" may be helpful and is, therefore, included in the syllabus.

* See the inclement weather information at [uark.edu](http://uark.edu/). Call 479-575-7000 or the University switchboard at 575-2000 for recorded announcements about closings.
* Check voice email for announcements
* Listen to KUAF Radio, 91.3 F< or other local radio and television stations for announcements
* Contact your supervisor or instructor

**XII. Course Resources**

Mullins Library

University General Access Computer Laboratories

**XIII. Required Textbook**

Smith, T., Polloway, E., & Taber-Doughty, T. (2020). Teaching students with special needs in inclusive settings (8th ed.). Pro-ED.

**Syllabus: Classroom Learning Theory (CIED 30303 & 30303H ) Fall 2023**

Course Information

Course: Classroom Learning Theory (CIED 30303-003 *and* 30303H-001)

Day/Time/Location *Sec 003:* Monday, Wednesday, & Friday 8:35-9:25

Peabody Hall 0206 (PEAH 206)

Sec. 001: Tuesday/Thursday 11:00-12:15

Peabody Hall 0127 (PEAH 127)

Instructor Information

Professor: Peggy Ward, PhD (*she/her*) Contact Information: Email: [pdward@uark.edu](mailto:pdward@uark.edu) Office Hours & Location: By Appointment

Office: UAteach (UTCH) 946 W. Clinton Dr.

**Course Description and Requirements**

**Textbook & Readings**

*Recommended Textbooks:*

* Woolfolk, A. (2013) *Educational psychology* (14th ed). Boston: Pearson.
* \*National Research Council. 2000. [*How People Learn: Brain, Mind, Experience, and*](https://nap.nationalacademies.org/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition)[*School: Expanded Edition*](https://nap.nationalacademies.org/catalog/9853/how-people-learn-brain-mind-experience-and-school-expanded-edition). Washington, DC: The National Academies Press. <https://doi.org/10.17226/9853>.
* \*National Research Council. (2018). [*How people learn II: Learners, contexts, and*](https://nap.nationalacademies.org/catalog/24783/how-people-learn-ii-learners-contexts-and-cultures)[*cultures*](https://nap.nationalacademies.org/catalog/24783/how-people-learn-ii-learners-contexts-and-cultures). The National Academy Press. <https://doi.org/10.17226/24783>[.](https://www.nap.edu/catalog/24783/how-people-learn-ii-learners-contexts-and-cultures)
* Additional readings (i.e. articles, websites, etc.) will be made accessible through Blackboard.

\*The NRC textbooks listed above are available for free on the [National Academies Press](https://www.nap.edu/topic/) website.

**Course Management Software**

* *Blackboard* provides the home base for this course. Course documents will be provided there.
* *Google Drive*. Create your own Google Drive account to be able to create and share Google documents with your instructor and peers. *If you are not already using Google Drive, contact me early, so I can help you learn to use Google documents. It isn’t hard, but it does have a learning curve. It will be worth the trouble.*

**Course Description**

A survey of major theories of human development and learning with special emphasis on implications for the educational setting. This is a core course for several educational licensure/degree programs.

It is designed to introduce the preservice teacher to the learner, learning process, and subsequent implications for teaching learners more effectively. Developmental and learning theories, their cultural

and sociopolitical influences, and the implications of these theories and their influences for education are explored. Students will also discover that effective teaching practices are guided by theories of how people learn. FYI, *you will also learn a ton about yourself, and your effective/ineffective study habits, and how to make learning more accessible for everyone! Y’all, I love this stuff, and believe you will too!*

**Course Objectives**

At the conclusion of this course, students will have demonstrated knowledge of and abilities to do the following:

* Compare and contrast different theoretical positions on teaching and learning
* Describe contemporary learners along a continuum of characteristics (e.g. socioeconomic status, ethnicity, language, gender, ability levels, etc) and discuss the implications of these characteristics for teaching and learning.
* Identify the diverse factors (social and emotional, cultural, contextual, biological, physical, familial, etc) that affect learning, and discuss the implications of these factors on educational practices.
* Recognize and articulate how personal philosophies and preferences for learning influence educational practices.
* Apply research to inform development as learners and instructional designers.
* Articulate various standards for knowing and understanding content, and articulate the implications of these standards for assessment.
* Reflect on and relate classroom observations with theoretical concepts discussed in class.
* Demonstrate awareness of the [Foundations of Reading Competencie](https://drive.google.com/file/d/17aO2cgQPUDb6QCujmNx2E8-8WU1DH-FY/view)s
* *Overall, you should be very thoughtful about and be able to justify your beliefs about learning using things we learn in this course. You will be proud of what you learn this semester!)*

**Honors’ Addendum (CIED 3033H): Honors Classroom Learning Theory Research Project**

Students enrolled in the Honors section of Classroom Learning Theory are responsible for completing a research project and presenting their findings to the class. See the [Honors Addendum to CIED](https://docs.google.com/document/d/1mJ96G8yUjDghvRonnGorYWdwLZKhOXVqvzKHccnSGQE/edit?usp=sharing) [3033H](https://docs.google.com/document/d/1mJ96G8yUjDghvRonnGorYWdwLZKhOXVqvzKHccnSGQE/edit?usp=sharing) for more details including deadlines.

**Instructional Methods & Independent Work**

A social constructivist approach to teaching and learning is employed in this class so students develop their own meaning and knowledge structures through experiences and interactions with others. *(Don’t worry! You will learn a lot about what social constructivism means in this class.)* This student-centered course depends upon active student participation. Students engage in individual, small group and large group activities and are exposed to a variety of models of teaching and learning. Time is spent participating in activities as middle, high school, as college students, and analyzing activities and resources as prospective teachers. *Please talk a lot in this class to make it more fun and engaging! Ask questions to me and to your peers. Try things; challenge yourself; get out of your comfort zone; grow! If you make a mistake, good for you because you are learning! Also… because I love learning so much, I will make more mistakes than you do in this class!*

Work Outside of Class: As per [academic policy 400.40](https://provost.uark.edu/policies/120040.php), *the average student is expected to prepare for each class by engaging in a minimum of two hours of out-of-class work per week for each credit hour earned.* (See what successful students do [#11](https://ecampusontario.pressbooks.pub/studyprocaff/part/successful-students-learn-independently/).) For this three hour course, students are expected to devote approximately *6* hours per week outside of class to do the following:

* Complete individual and group assignments.
* Read, analyze, and reflect thoughtfully on assigned readings
* Actively engage with your peers on the discussion board.
* Complete assigned hours of formal observations in an assigned local school (See the *Field Experiences and Reflections,* under the *Assignment Descriptions* section below, for more details about this requirement.)
* Be reflective and thoughtful observers and learners by writing observation reflections
* [Utilize active learning/ study strategies](https://www.cgs.pitt.edu/why-cgs/mccarl-center/academic-success-resources/active-study-strategies) that work

*Just a Note: I was a single mom in my college days, and life was tough at times. Communicate your needs and stresses to me. I will understand. You might feel better just knowing that I get it! Besides, I can probably help you problem-solve, and I can give you deadline extensions too if you need them.*

*See…I told you I could help!*

**Course Grades, Assignment Information, and the Semester Calendar**

This course has been designed to encourage the development of advanced instructional techniques relevant to actual classroom instruction and planning. Most assignments are designed to translate directly to the classroom teaching and learning. Larger projects in the course that will require more indepth time commitment and group work will be announced in advance. Details for these projects will be provided on separate documents.

**Grades**

Course grades are determined by students’ active participation in class as well as by their scores on individual assignments. A brief overview of course assignments and corresponding grade value are on the table below, and their descriptions are below that. *Hey, if I do my job well, so will you as long as you do the things and ask for help when you need it ( See what successful students do* [*#5*](https://ecampusontario.pressbooks.pub/studyprocaff/chapter/successful-students-ask-for-help/) *). I want to see you succeed! I mean it! You got this!*

|  |  |
| --- | --- |
| **Assignments** | **% Value** |
| **Weekly Learning Activities**   * *Class participation and active engagement* during class discussions, collaborative learning activities, exit slips, etc.   Note: Graded activities missed during class will not be recreated and can not be made up. | 30 |
| * *Homework & Discussion Board Reflections* (i.e. article readings, quality engagement on the course discussion board, presentations, and etc.) | 20 |
| **Field Experiences:** Observations and Reflections (8)  (See the [Field Experiences Observations & Reflections](https://docs.google.com/document/d/14DYvT83JqyMuPBn8Ev3kZyUpWc29Z-ZsXwJYX8qtxu8/edit?usp=sharing) Guidelines & Policies) | 20 |
| **Theory Enactment Assignment**   * [Theory Enactment Assignment (i.e. Create and teach a miini-lesson)](https://docs.google.com/document/d/1g_-vS_YVtoKYpKREYzH31IX4dzbVlJUhOp29Yj0fRMY/edit?usp=sharing)- This assignment includes multiple assignments with scaffolded due dates. | 15 |

|  |  |
| --- | --- |
| **Tests & Weekly Quizzes** (announced) | 15 |
| **Total** | **100%** |

*Grading Scale.*This course will align with the following grading scale based on total percentage:

**A**: 90-100; **B**: 80-89; **C**: 70-79; **D**: 60-69; **F**: <60

**Assignment Due Dates and Submission Guidelines**

*Due Dates & Late Work Policy:* Official due dates are located in the *Submit Assignments* folders on Blackboard. Unless otherwise stated, assignments are due by 10:00 p.m. on Saturday evenings.

Late assignments may lose 10% of their value per week. No assignments will be accepted more than two weeks after the due date (unless prior instructor approval has been given and documented in email correspondence.) If you have extenuating circumstances, *email* me in advance of the due date to (a) request an extension, and (b) specify a reasonable new date when you will submit the assignment. *BTW, extenuating circumstances could be a lot of things. Just ask if you need more time.* Deadline extensions are at the discretion of your instructor on an individual basis.

*Assignment Submission Guidelines & Technology Issues:* Unless otherwise stated, most of your assignments should be uploaded to Blackboard via a Word document (.docx). If a deadline is approaching, and you are struggling with the technology submission requirements, to avoid late point deductions, email the completed assignment to your instructor before the deadline. Get help from your instructor and then upload the document to Blackboard for full credit the next day.

*Discussion Board & Blackboard Reminders:* Blackboard sends reminders about pending due dates. However, the Discussion Board assignments are unique because they usually have staggered due dates (original posting and responses to your peers). I will set it up to remind you about the original posting deadline, but you will have to manage subsequent deadlines regarding your responses to your peers.

**Assignment Descriptions**

Specific details regarding individual assignments and official due dates will be posted on Blackboard *Weekly Agenda* and the *Submit Assignments* tab on the navigation bar. A brief overview of each category of assignment follows:

1. Weekly Learning Activities:
   * *In-Class Participation.* Face to face attendance (f2f) and active participation during class are foundational to motivation, learning, and developing more informed ideas in the contexts of multiple perspectives. Consistent attendance and active engagement (via class discussions, taking notes, readings, homework, individual and group projects, asking questions for clarification and curiosity, etc.) is expected and an important component to a course designed to help you develop into a teaching professional.

Students will also collaborate on multiple brief in-class projects, which may be assessed for credit.

* + **Most graded assignments given during class time can not be made up later.**

*Remember that word mentioned earlier in the instructional methods section above: “Social constructivist” Well, it applies here! Valuable learning happens right here in the classroom as you interact with others, and it can’t always be measured by an assignment. So be present, participate, and ask questions of one another and from me. It will be worth your time, and you will be glad you did!*

* + *Homework Assignments:* In addition to active classroom engagement, students will also be required to complete multiple homework assignments independently. These assignments will be in the form of article readings, discussion board assignments, and preparation for class presentations.

1. Field Experiences and Reflections: This course is designed to introduce you to the learner and the learning process both theoretically and practically as it takes place in the classroom. You will be assigned to a specific local school campus where you will observe in at least 8 different classrooms to see how theories of learning are applied in a classroom setting. Written reflections must connect ideas discussed during class and reflect an explicit focus on the learning process, the classroom environment, and the interactions among the students, teachers, and learning materials. Your instructor will provide specific reflection prompts to guide your observations and written reflection. *This is where we connect theory to practice. When you observe in other classrooms, you will look specifically for the things we talk about in class. It really is kind of cool!*

Clear articulation, support and analysis of ideas (personal and theoretical) are required. Quality writing is integral to this process. Observe proper English, grammatical, and mechanical rules of writing. If you struggle with writing, there is help available at the University’s [Student Success Center](https://success.uark.edu/). Also communicate with your instructor and ask for help from her as well. *Be sure and read my feedback on your reflections so you can improve on future iterations of them.*

*Note: Field Experiences are a substantive part of your grade. You will need to manage your schedule throughout the semester in order to fit these in. (See what successful students do* [*#2*](https://ecampusontario.pressbooks.pub/studyprocaff/chapter/successful-students-take-responsibility/)*.) If this is a specific struggle for you, let me know so we can be creative and think about diversifying your options. Talk to me about this if it becomes an issue.*

1. Theory Enactment Assignment: At the end of the semester, you will design and teach a mini- lesson that intentionally and explicitly incorporates multiple components of the major theories we discuss in class. This project has scaffolded due dates. More information about this assignment will be provided on Blackboard. *This will be an engaging project for you!*
2. Tests & Quizzes: Although the majority of class assignments are projects and performance type assessments, there will be at least two major tests and weekly quizzes pertaining to course content, including lectures and readings. Students are encouraged to review lecture and reading notes prior to class each day.

**Semester Schedule**

The [semester schedule](https://docs.google.com/document/d/1yx-4x7CbNzBzBpV3fmMmXRJXhIaIUDtpa9vDOFFe5Io/edit?usp=sharing) is a tentative guideline of topics, assigned textbook readings, and major assignment due dates.However it is a *tentative* guide because it will change frequently depending on how much time we spend on specific topics. Check back frequently for updates. *The* ***weekly agenda* on Blackboard is the official schedule for daily learning events, assignments and due dates.**

The semester schedule is posted on Blackboard, and is accessible from the navigation bar.

**Course Policies and Expectations**

*Attendance:* Consistent f2f attendance and active engagement is expected. Although class materials and information will be posted on Blackboard, you are also responsible for communication and information presented during class time that may not be available on Blackboard. Additionally, multiple graded assignments will be given during class time and can not be made up. **Students must be in f2f attendance a minimum of 60% of the time in order to earn at least a C average or better.** *Remember, most of the learning happens in the classroom during class discussions. (See what successful students do* [*#4*](https://ecampusontario.pressbooks.pub/studyprocaff/chapter/successful-students-go-to-class/)*)*

*Virtual Attendance:* Virtual attendance is only an option due to extenuating circumstances, which must be communicated to your instructor 24 hours in advance of class time. When attending virtually, t**o be counted as present, students must actively participate orally and/or via the Chat box throughout the lesson without any direct instructor prompting. (Note: Just being logged does not count as attendance.)** It is the student’s responsibility to ask for instructor clarification during class or immediately afterward as needed.

*Absence Policy:* If you are absent for *any* reason, you are responsible for missed course content and meeting deadlines. Check the Blackboard *Weekly Agenda* folder for information; ask your peers to update you on missed information, and feel free to contact your instructor as well. Unannounced quizzes and interactive assignments given during class time will not be recreated, and can not be made up.

*Class Cancellation Policy*. In the event class is canceled due to an unexpected emergency, your instructor will send an email and a notification to the Remind 101 app. All students are expected to sign up for these notifications via the link posted on the Announcements on Blackboard. Students are also expected to check Blackboard for further instructions regarding required homework assignments to ensure learning continuity.

If the University closes due to inclement weather, this class may be taught via synchronous distance (virtual) instruction at the instructor’s discretion. If so, you will receive email notifications. Students should attend virtually if possible. T**o be counted as present, students must actively participate throughout class orally and/or via the Chatbox. (Note: Just being logged does not count as attendance.)** Instruction will be recorded and made available to students who do not have virtual access during the inclement weather event. Any assignments missed due to a mandated virtual class meeting can be made up without penalty as long as it is submitted within the specified due date as stated on Blackboard. Your instructor will provide more guidance as appropriate. (See the University’s Inclement Weather policy at the bottom of this document.)

*Instructional Technology.* All students are encouraged to bring a laptop to class to access course documents. Students may check out laptops and other *IT* equipment via [Information Technology](https://its.uark.edu/services.php#campus-it-resources) [Services](https://its.uark.edu/services.php#campus-it-resources). As with all teacher preparation coursework, candidates are expected to demonstrate technological competence in this course (i.e. Google applications) and other web-based applications. Google Drive will be used a lot to share and submit documents and assignments. You are encouraged to create your own Google Drive account and create a folder specific for this class. When sharing Google documents with your instructor, always *share* your documents with the instructor so that “anyone on the Internet with this link can edit.” Also download a Word copy of your Google documents before uploading them to Blackboard and submitting them for credit. Students who struggle with using technological applications should contact [IT Services](https://its.uark.edu/communication-collaboration/file-storage/) and/or contact your instructor for additional help.

*Professional Dispositions:* At all times students are expected to demonstrate professional and appropriate dispositions considered essential to effective teachers. (See [Educator Disposition](https://docs.google.com/document/d/125V7roMYrsfUkCW6bX0eOnt2wWz9HAo3GvWPCY17O2s/edit?usp=sharing) [Assessment)](https://docs.google.com/document/d/125V7roMYrsfUkCW6bX0eOnt2wWz9HAo3GvWPCY17O2s/edit?usp=sharing). Should students fail to demonstrate these dispositions appropriately, your instructor reserves the right to contact your program coordinator and/or your advisor to elicit additional support.

*Diversity, Equity, and Inclusion (DEI).* Students of all diverse backgrounds are welcome in this course. Unique perspectives enrich the learning community. This course will address diversity considerations in the curriculum and for student engagement along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, socio-economic class, age, religion, and disability. In this course, we will have multiple opportunities to explore challenging issues and increase our understanding of different perspectives. (See what successful students do [#3](https://ecampusontario.pressbooks.pub/studyprocaff/chapter/successful-students-embrace-a-diverse-community/)). ) Although sometimes we will make mistakes in our speaking and our listening, always we will demonstrate mutual respect for one another, whatever our backgrounds, experiences or positions.

*Mental Health Concerns*: I greatly value your learning experiences in this course and in life as well. College and life is stressful for everyone.Stress and other distractions can impede learning, but sometimes you may have anxiety and stresses that are beyond your capability to manage well without some outside support to help you. If you are experiencing such issues, please do not hesitate to come see me. I will listen, and we will discuss how I can support you better. (See what successful students do [#9](https://ecampusontario.pressbooks.pub/studyprocaff/chapter/success-students-practice-mental-wellness/)). Plus, there are other resources on campus that we can talk about:

* [Counseling and Psychological Services (CAPS)](https://health.uark.edu/mental-health/index.php)
* [Hogs for Mental Health](https://mentalhealth.uark.edu/)

*Syllabus Revision Policy:* Should any changes to this syllabus be necessary or desirable, updates will be posted communicated with appropriate advance notice in class, by email, or via the Announcements on Blackboard.

**University-Wide Policies and Resources**

*Academic Support:* A complete list and brief description of academic support programs can be found on the University’s Academic Support site, along with links to the specific services, hours, and locations. Faculty are encouraged to be familiar with these programs and to assist students with finding and using the support services that will help them be successful.<http://www.uark.edu/academics/academic-support.php>

*Special Needs:* Your experience in this class is important to me. *University of Arkansas* [*Academic*](https://provost.uark.edu/policies/152010.php)[*Policy Series 1520.10*](https://provost.uark.edu/policies/152010.php) *requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have already established accommodations with the Center for Educational Access (CEA), please request your accommodations letter early in the semester and contact me privately, so that we have adequate time to arrange your approved academic accommodations.*

*If you have not yet established services through CEA, but have a documented disability and require accommodations (conditions include but not limited to: mental health, attention-related, learning, vision, hearing, physical, health or temporary impacts), contact CEA directly to set up an Access Plan. CEA facilitates the interactive process that establishes reasonable accommodations. For more information on CEA registration procedures contact 479–575–3104,* [*ada@uark.edu*](mailto:ada@uark.edu) *or visit* [*cea.uark.edu.*](https://cea.uark.edu/)

*Academic Honesty: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.*

*Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at* [*http://provost.uark.edu/*](http://provost.uark.edu/)*. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.*

*Emergency Preparedness*: The University of Arkansas is prepared for a wide range of emergencies. Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at <http://emergency.uark.edu/>.

*University Inclement Weather:* Should the University officially cancel classes because of inclement weather, this class is also canceled. Campus closure will not affect assignment due dates.

For information regarding whether the university is closed for any reason use the following sources:

* Check the University’ website (uark.edu) for up-to-date closure information.
* Call 479-575-7000 or university switchboard at 575-2000 for recorded announcements about closings
* Check the NWA Online News for current closings: [http://www.nwaonline.com](http://www.nwaonline.com/)
* If you haven’t already done so, you need to sign up for the university’s RazALERT Emergency Notification System on your [RazALERT website](https://safety.uark.edu/emergency-preparedness/emergency-notification-system/).

If there is inclement weather but the University remains open, students are expected to also be in attendance. However, students who live off campus are expected to exercise their personal judgment and common sense regarding their personal safety under the circumstances and weather conditions. Email your instructor and let her know the situation. Also be sure and check your email for information from the University and your Remind 101 notifications regarding emergent situations.

When campus is closed due to inclement weather, on-campus classes will not meet in person, but classes may continue virtually using video conference software like Microsoft Teams or Zoom. (For more details, see the University’s [On-Campus Class Cancellation Due to Inclement Weather](https://safety.uark.edu/inclement-weather/) policy)

*Violence/Active Shooter:*

* **CALL:** 9-1-1
* **AVOID:** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
* **DENY:** Barricade the door with desk, chairs, bookcases, or any other items available in the space. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it’s safe.
* **DEFEND:** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

# Syllabus: HIST 11193:004 Institutions and Ideas of World Civilizations I

# MW: 3:05 – 4:20, GEAR 108

**Prof: Katlyn Rozovics email:** [**kmrozovi@uark.edu**](mailto:kmrozovi@uark.edu) **Office Hours: Monday 1-3 and by appointment, in Stone House 16**

**Course Goals:** The goals of this class are twofold: one, to teach you the history of the time period, and to impart practical skills that even non-historians will find useful. These practical skills include;

* Critical Thinking: Historians primarily interrogate the past. We read critically and analytically, and from that we draw conclusions. The ability to read with a judgmental eye and to write argumentatively is valuable across professions.
* Polished Writing: Part of your paper grade is going to be your grammar/clarity. Why? In whatever job you seek, odds are, you’ll need to write. Practice is the only way to improve, so please, use spell check, proofread out loud, use Grammarly, and use the Writing Center on campus.
* Proper Citations: Part of your paper grade will also be that your citations are proper Chicago style. Learning how and when to cite is important, as incorrect citations are technically plagiarism.
* How to Navigate the Library Stacks: The paper and presentation you will do for this class requires you to use only scholarly sources. These can only reliably be found in the library or on OneSearch. We will take a field trip to the library to learn how to find books there.
* Public Speaking: This is most people’s fear, and yet most people, in some way, have to speak in front of others in their professions. It is important to get used to it, and so the presentation is a low-stakes way to practice.
* Proactivity and Self-Advocacy: These are two key life-skills, you need to learn to plan ahead and set yourself up for success. Ask for what you need in a respectful and timely manner, and more often than not, you’ll find people to be accommodating.

# Learning Outcomes:

* Students will successfully complete two independent research projects and hone their research skills.
* Students will complete a research paper of 5-7 pages in which they present polished writing and mastery of a topic covered in the time period of the course.
* Students will not turn in late work and thus learn how to manage time effectively, and self-advocate when necessary through the use of extensions.
* Students will enhance their critical thinking skills through reading primary sources and adequately interrogating them to see their weaknesses and biases.

# Required Books:

Jane Burbank and Fredrick Cooper, *Empires in World History: Power and the Politics of Difference*, 2010.

Dennis Sherman, *Western Civilization: Sources, Images, Interpretations* Vol 1: to 1700, the 8th edition. – I HIGHLY recommend you buy this used, Amazon has it for very cheap.

**Structure:** Monday’s will generally be a lecture day. You will need to attend and take notes, as the information in lecture will appear on your weekly quiz and be needed as background for Wednesday’s discussion. At times, lecture material is expected to show in your writing. You have assigned readings for Monday, which means it needs to be read by class time on Monday. Typically, this will be from your main textbook Burbank and Cooper, *Empires in World History*.

Wednesday will be partly lecture, partly a time for questions, and mostly a discussion of the primary sources. Wednesday is primarily the time you earn your participation grade, which is a very considerable portion of your grade. Showing up is not participation, I expect you to contribute to the class discussion to earn points. You have to finish the primary source reading by class time on Wednesday. The readings either come from the sourcebook, Dennis Sherman, *Western Civilization: Sources, Images, Interpretations* or it will be a scan you can find on Blackboard.

**Attendance**: I will not take attendance for this course, however, I do record participation (25% of total grade). By missing class, especially on Wednesday, you eliminate the possibility of earning participation points for the day. I DO NOT post my slides, so you will miss the information by missing on Monday. It is a college students responsibility to attend their classes and failure to do so has negative consequences.

**Late Work:** Quizzes are due Fridays at midnight, they will automatically close after the deadline. Bi-weekly writing assignments are due Sunday at midnight. Your presentation will be due on the day you present, and your final paper will be due Wednesday of finals week at midnight. Late work will not be accepted, if you miss the deadline your grade will be a zero.

This is not to be cruel, but to enforce that in life, deadlines exist for a reason. In addition, the automatic zero makes the gradebook far more accurate than the - place holder. It will be easier for both you and me to gauge what your overall grade is.

NOTE: You can always email me to request an extension or extra help, but you MUST do so TWO days before the assignment is due. Planning ahead is your best bet to be successful in life.

**Grading:** Blackboard automatically grades your quizzes. Papers will be graded in general, in a week. You can feel free to politely discuss your grade on an assignment with me, but know that at a second look, your grade may move up, or it may move down. Not understanding what I was asking/looking for is not grounds for a change in the grade- you need to ask clarifying questions before it’s due. Check the rubric on Blackboard.

**Extra Credit:** Through the semester you have several chances to earn bonus points. Therefore, no others will be given outside of these three. Your opportunities are: dressing up (button up/sweater/slacks/dress, funny costume, etc.) for your presentation, going to the Writing Center for help with your papers, and if 80% of the class fills out course evaluations.

**Accommodations:** Please email me or speak to me after class if you have any CEA accommodations.

**Laptops/Phones:** I do not want to see phones used in class. Laptops are permitted for notes, use of them otherwise will likely impact your grade on assignments and certainly on participation.

**Plagiarism:** Your papers will be run through TurnitIn. Plagiarism/cheating is a serious offense and will be handled as such. Any suspected cases of plagiarism will be reported to the Office of Academic Integrity, per University Guidelines. ChatGPT and other AI softwares are treated as plagiarism- you are representing words that are not your own as if they were, so it will be reported and in most cases become a 0. ***TurninIn detects AI***. ChatGPT is also incapable of the specifics I am looking for since it did not attend lecture or do the specific readings. Do not leave assignments for the last minute and you will not feel the pressure to resort to plagiarism.

From the Provost: The use of generative artificial intelligence tools in any capacity while completing academic work that is submitted for credit, independently or collaboratively, will be considered academic dishonesty in this course and reported to the Office of Academic Initiatives and Integrity.

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at https://honesty.uark.edu/ . Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

# Discrimination and Harassment Reporting Statement

The University is committed to providing a safe learning environment for all students that is free from unlawful discrimination and harassment. Discrimination or harassment based on race, national origin, sex, gender, sexual orientation, gender identity, pregnancy, age, disability, religion, marital or parental status, protected veteran or military status, genetic information and any other protected characteristic under applicable federal and state laws is prohibited. Any person may report allegations of discrimination and harassment online at report.uark.edu, or may do so in person, by mail, by telephone, or by email.

Please be aware that faculty members (including graduate assistants and teaching assistants) are required to report information about suspected or alleged sexual harassment or other potential violations of the University’s Title IX Policy to the Title IX Coordinator, and other forms of discrimination or harassment must be reported to OEOC. Additional information about reporting and resources are available at titleix.uark.edu or oeoc.uark.edu.

**DEI Statement:** With the study of history we have to acknowledge it is field that has long been dominated by only a select few voices. As an instructor I will try my best to bring in new voices, the voices of the people we study themselves and the voices of a diverse array of scholars. No course can be perfect, and with ancient history is particularly difficult to find sources at times.

During the course I expect students to be respectful of civilizations and cultures that might be very different from our own. We have no right to judge, but a duty to understand.

I also expect class discussions to be vibrant but polite and professional. Respect your fellow classmates and their varied opinions.

**Syllabus Changes:** Please note that I reserve the right to make changes to this syllabus, including the schedule of assignments and the selected readings. I recommend that you refer to the syllabus frequently and make careful note of any changes announced in class. Any changes will be announced and the new syllabus will be posted.

**Extraordinary Circumstances:** The University may cancel classes in events of bad weather or other circumstances, so please check your email. If for some reason I need to cancel class, you will be notified by email via Blackboard announcements.

**Names:** I get the official, legal name you enrolled to the university with. If you prefer another name or a nickname, please let me know so I can make a note of that for myself. With the discussions I expect this course to have I will learn all your names as soon as possible, please correct me if they are mispronounced.

# Assignments:

Participation: 25%

Presentation: 20%

Research Paper: 20%

Quizzes: 15%

Narrative Papers: 10%

Silence in Sources Papers: 10%

You will not have a midterm or final. Instead, treat your presentation like your midterm, and the final paper as your final.

Participation grades will be updated every two weeks, and as you can see from the assignment breakdown, it is the biggest chunk of your grade. You earn these points by answering lecture questions, asking independent questions, participating in discussions, and especially by being prepared on primary source discussion days and contributing to class discourse. Not attending class regularly will seriously impact your total grade, by a full letter. If you have any concerns about speaking in class, please email me to discuss options.

**Narrative Paper**: Write 1-2 pages from the perspective of someone in the society we just covered. What is their view of their empire? Their view of their enemy?

The goal of this exercise is to demonstrate you have paid attention in lecture and done the assigned reading. Do you understand the society and its motivations? Do you understand the institutions and the culture, and how those became motivations for conquest?

Examples: what would a Crusader in Jerusalem or Spartan at Thermopylae tell you about the conflict, their motivations for fighting personally, and their societies reasons for external force? Base you answers off the primary source and lecture only. I do not want fiction, I want a historically motivated answer and an earnest attempt to understand human action.

**Silences in Primary Sources**: Pick apart the primary sources. Describe the source, what is its purpose, who is its author, what are their biases? Then tell me what the document is ***not*** saying

and why. What voices are missing, what information is not being disclosed, and why would the author write this way? 1-2 pages.

**Quizzes:** You will have (mostly) weekly quizzes due on Friday over readings and lectures. They are not timed and are 10 questions long. These are meant to check your understanding of the readings and of lecture. The quiz will open Wednesday after class.

**Presentation:** This will be a 5-7 minute presentation given in class over a topic of your choosing. You can expand upon a topic we did cover, or tell us about something we did not get to cover in class to that point. Meaning, presentations cover weeks 1-7. So, you can talk about Egyptian warfare, or Roman architecture, etc. No repeat presentations, sign up sheet for topics will be passed around and all topics are subject to my approval.

This project involves historical research, so we will take a class trip to the library and explore the stacks. You are only permitted to use scholarly sources. If you elect to simply Google information, your grade will be ***severely*** impacted. Your sources are best found physically in the library, through OneSearch, or from our course readings.

You then will prepare a presentation- the most important part is the content, not your public speaking ability. This is simply good practice as public speaking is unavoidable and important. Try to speak clearly, stand straight, gesticulate when appropriate, and make eye contact with the audience.

**Paper:** You will pick a topic from weeks 9-16 and either expand upon something we did not talk about in detail, or you can talk about something we did not get the chance to cover. Again, no repeats, a sign up sheet will be passed around and all topics are subject to my approval.

Once you have your topic, you will write a 5-7 page paper. This will be due December 10th. Should you like to send me a draft and receive feedback, please send it to me at least a week ahead of the due date. The paper needs to be free of typos and grammatical errors, have Chicago style citations (footnotes and then a Works Cited page), and use ONLY scholarly sources, or points will be deducted. We will discuss thoroughly what scholarly sources are, and if you elect to simply Google information, your grade will be ***severely*** impacted. Your sources are best found physically in the library, through OneSearch, or from our course readings.

# Week 1: Introduction

August 19: Syllabus, What’s the point of History? August 21: Fertile Cresent

Read: Sherman, p. 5-8.

Read: Burbank and Cooper, 1-22

Quiz: Due Friday, August 23, by midnight

# Week 2: Ancient Egypt

August 26: The Enduring State

Read: Blackboard: Chapter 8, Ancient Egypt August 28: New Kingdom

Read Sherman, p. 8-10; Blackboard: “Heart Weighing Scene” Quiz: Due Friday, August 30, by midnight

# Week 3: Ancient China

September 2: Labor Day- NO CLASS

September 4: Warring States and the First Chinese Empire Read: Burbank and Cooper, 42-59

Read: Blackboard- Sun Tzu, *Art of War*

Quiz: Due Friday, September 6, by midnight

# Week 4: Ancient Greece

September 9: Birth of Democracy and Warfare Read: Blackboard: Athens & Sparta

September 11: Decline of Greece Read: Sherman, p. 24-29, 36-42

Quiz: Due Friday, September 13, by midnight

Write: Silences in Sources, due Sunday, September 15, midnight

# Week 5: Macedonia and Persia

September 16: Phillip II and Alexander the Great Read: Alexander’s Campaign

September 18: A Long Campaign and a Short Empire

Read: Blackboard: Alexander the Great sources, Mutiny at Opis Quiz: Due Friday, September 20, by midnight

# Week 6: The Roman Empire

September 23: The Kings and the Republic Read: Burbank and Cooper, 23-42

September 25: Roman Imperial Age Read: Blackboard- “Gallic War”

Quiz: Due Friday, September 27, by midnight

Write: Narrative Paper, due Sunday, September 29, midnight

# Week 7: Library Trip and Presentations

September 30: Meet in Mullins Library, room 439 for library tutorial/research time. October 2: Student Presentations

# Week 8: Presentations

October 7: Student Presentations October 9: Student Presentations

# Week 9: The Ghana Empire

October 14: FALL BREAK – NO CLASS

October 16: An Empire of Gold and Salt

Read: Blackboard: “The Ghana Empire”

Read: Blackboard: *The Book of Routes and Realms*

Quiz: Due Friday, Oct 18, by midnight

# Week 10: Medieval Eastern Europe

October 21: Byzantium

Read: Burbank and Cooper, 61-70, 80-87 October 23: Growing Rivalries

Read: Blackboard: Code of Justinian

Quiz: Due Friday, October 25, by midnight

# Week 11: Medieval Western Europe

October 28: Feudalism, Charlemagne and the Papacy

Read: Burbank and Cooper, 87-92, Sherman 118-121 October 30: The Crusades and the Plague

Read: Sherman, p. 124-129, 132-136; Blackboard: Chivalric Virtues Quiz: Due November 1, by midnight

Write: Silences in Sources, due Sunday, November 3, by midnight

# Week 12: The Abbasid Caliphate

November 4: Formation of the Caliphate and Trade

Read: Burbank and Cooper, 72-80, Blackboard- Abbasid Dynasty and Abbasid Culture (all together about 20 pages)

November 6: Culture and Clashes

Read: Blackboard, Al Kindi *On First Philosophy*

Quiz: Due Friday, November 8, by midnight

# Week 13: The Vikings

November 11: The North Sea Empire Read: Blackboard: *The Wolf Age*

November 13: The Loss of England

Read: Blackboard: The *Prose Edda*

Quiz: Due Friday, November 15, by midnight

Write: Narrative paper, due Sunday, November 17, by midnight

# Week 14: Japan and the Samurai

November 18: Rise of the Shogunates

Read: Blackboard: Japan under the Shoguns November 20: Dawn of the Tokugawa

Read: Blackboard: Bushido Code and Writings of a Samurai Quiz: Due Friday, November 22 by midnight

# Week 15: The Mongolian Empire

November 25: An Empire of Land and Horse Read: Burbank and Cooper, 93-115

November 27: THANKSGIVING BREAK- NO CLASS

Quiz: Due Friday, November 29

# Week 16: The Aztec Empire

December 2: Masters of Mesoamerica

Read: Blackboard: Smith, Aztec Culture December 4: Spanish Invasion

Read: Blackboard: Cortes Describes Tenochtitlan

Quiz: Due on a SPECIAL date, THURSDAY, December 5 Final Paper due December 10th by midnight!

HIST 11293: Ideas and Institutions of World Civilization II

University of Arkansas, Fayetteville, Fall 2024, Section 001

Monday, Wednesday, and Friday, 9:40-10:30 a.m., Kimpel Hall Classroom 0209

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| --- | --- | --- | --- |
| **Instructor** | **Office** | **Contact** | **Office Hours** |
| Dr. Ryan Gesme Instructor, History | Old Main 414 | [rgesme@uark.edu](mailto:rgesme@uark.edu) | Tuesday 9:30-10:30  Wednesday 2:30-4:00  Thursday 10:30-12:00 or by appointment |
| Thomas Medford, Graduate Assistant, History | Duncan 15 | [tamedfor@uark.edu](mailto:tamedfor@uark.edu) | Tuesday 2:00-3:00  Wednesday 11:00-12:00 or by appointment |

A map of the world

Description automatically generated**Welcome Statement:** Welcome to Ideas and Institutions of World Civilization II, 1500-Present. Over the semester, we will examine critical moments, events, and trends that have shaped the development of the world. By following the guidelines in the syllabus, completing all the required reading materials and assignments, and attending lectures, you will be successful in this course. In addition to this, coming to my office hours to discuss any challenges you have will ensure the successful accomplishment of your goals. By the end, you will understand why empires rose and fell and how the nation-state became the dominant government formation.

**Course Description:** Our course examines the history of the world from the 1500s to the present. It provides a global perspective on the past, viewing history on a broad spectrum and emphasizing the connections and interactions between civilizations. Our course will take a chronological approach to analyze the theme of empires. We will start by examining the early modern empires of Asia, transitioning to the expansion of the Islamic cultural sphere and then shifting to the spread of maritime and transcontinental empires before ending with the rise of ideological empires. As we examine past empires, we will comprehend the difference within empires, the imperial intermediaries of each power, the intersections between empires, the imagined imperial identities, and the repertories of power. While not all empires were constructed along the same lines, this model of state conception will provide an effective lens to examine global cultural, political, and societal changes. Empires have been crucial in exchanging knowledge, goods and services, and violence over the past 500 years. While today we may live in a world of nation-states, empires were history’s most common method of state formation.

**Course Goals:** HIST 11293 meets the requirements in the [State Minimum Core](https://catalog.uark.edu/undergraduatecatalog/gened/stateminimum/) for both humanities and social sciences. It also meets the following learning outcomes in the [University](https://catalog.uark.edu/undergraduatecatalog/gened/generaleducation/) [General Education Program](https://catalog.uark.edu/undergraduatecatalog/gened/generaleducation/).

Learning Outcome 3.2- Humanities: Upon reaching this goal, students will be able to articulate at least three vital concepts of aesthetic, humane, and ethical sensibilities embodied in the humanities.

*Learning Indicators:*

1. Identify fundamental concepts, structures, themes, and principles of the discipline being introduced.
2. Produce a reasonable short essay about the material introduced in the course.
3. Interpret texts and other created artifacts within multiple historical, intellectual, and cultural contexts.
4. Draw connections among cultural achievements of various groups of people of different ethnicities, religious backgrounds, racial origins, and sexual identities.

Assessment: These outcomes will be assessed through primary source papers.

Learning Outcome 3.3- Social Sciences: Upon reaching this goal, students will be able to articulate and use the basic principles of human interactions — of individuals, groups, and institutions — in a variety of contexts.

*Learning Indicators:*

1. Analyze theories, data, and methods of a social science discipline to explain individual, group, and institutional interactions.
2. Apply critical thinking and use scientific reasoning to evaluate claims about the social world.
3. Integrate and use evidence-based theories to explain various types of human interaction through written and oral communication.

Assessment: These outcomes will be assessed through the unit tests.

Learning Outcome 4.1- Global Learning: Upon reaching this goal, students will have developed knowledge and abilities to interact appropriately within intercultural contexts and to engage with complex global systems and issues.

*Learning Indicators:*

1. Examine and interpret an intercultural experience from both one’s own and another’s worldview.
2. Articulate the essential tenets of a cultural worldview other than one’s own through an analysis of its components, including but not limited to history, values, communication styles, politics, economy, and beliefs and practices.
3. Identify and analyze significant global challenges and opportunities in the human and natural world.
4. Identify and analyze the historical and/or contemporary interrelationships among multiple global cultures.

Assessment: These outcomes will be assessed through the final paper.

**How to Be Successful:** The most important thing to succeed in this course is to attend the lectures, keep up with the readings, and complete the assignments. The easiest way to achieve a high grade is to come to class and take notes on the materials. Using the resources offered on Blackboard, coming to my office hours, asking questions in class, and reviewing the feedback provided will ensure you improve your overall grade. Doing these things will ensure you can analyze and distinguish the significant shifts in World Civilization and be successful in our course.

Students are encouraged to take advantage of University of Arkansas Student Success Center programs, located in CORD: Cordia Harrington Center for Excellence. If at any time a student needs tutoring, additional instruction, or writing assistance, help through Student Success is available. [Appointments](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fuark.accudemia.net%2Fprivate%2Fhome&data=05%7C01%7Cjre018%40uark.edu%7Cd7c4a83708914b95f8c208db9f42af89%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C638278880981529217%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=Lp9DLCxlcrxU4N1%2FGc6zqE1Cus4IlZvFQH3CHA5Y6sA%3D&reserved=0) can be scheduled online, and [Tutoring Drop-in](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsuccess.uark.edu%2Facademic-initiatives%2Ftutoring.php%23drop-in&data=05%7C01%7Cjre018%40uark.edu%7Cd7c4a83708914b95f8c208db9f42af89%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C638278880981529217%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=yI96UB9ANeAS0JHEFlE%2FJibJ9Sq3yJe6%2BqIFT6eStyg%3D&reserved=0) hours are also available at the Learning Commons in the CORD second floor and in the [Writing Studio](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsuccess.uark.edu%2Facademic-initiatives%2Fwriting-studio.php%23appt&data=05%7C01%7Cjre018%40uark.edu%7Cd7c4a83708914b95f8c208db9f42af89%7C79c742c4e61c4fa5be89a3cb566a80d1%7C0%7C0%7C638278880981529217%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=pikDTChzZm1WzAmj%2BnUZvhYD0qflOj63%2BZ7swHdIf30%3D&reserved=0) in CORD 209.

**Required Course Materials:** The instructor will provide all course materials except the textbook, a subscription to PointSolutions, and the blue/green exam book.

We will be using the following textbook for the course:

Burbank, Jane and Frederick Cooper. *Empires in World History: Power and the Politics of Difference*. Princeton: Princeton University Press, 2010. ISBN: 970-0691152363. Cost:

$21.10 (New)

All other readings on this syllabus will be located on **Blackboard** and henceforth denoted as **BB**. Furthermore, the textbook will be henceforth denoted as **BC**. You must have the textbook by **Wednesday, September 4.**

We will be using Echo360 PointSolutions Mobile for this class. This mobile app can be accessed from your smartphone, tablet, or laptop, allowing you to answer questions in class. Remember that while the app is free to download and, **you do not have to pay for a subscription**. The University of Arkansas has purchased a campus-wide access for all UARK students. If you need assistance, follow these links: [Getting Started with PointSolutions](https://bbhelp.uark.edu/getting-started-with-student-clickers/) and [Creating a PointSolutions](https://bbhelp.uark.edu/clickers-creating-a-pointsolutions-mobile-account/) [Mobile Account](https://bbhelp.uark.edu/clickers-creating-a-pointsolutions-mobile-account/). You must have a subscription by **Wednesday, August 21.**

You are required to bring a blue/green book for your in-person unit tests. You may only need one blue/green book, as you can reuse it for each additional test. You must have it by **September 16.**

# Class Policies:

Attendance and Procedures: We will meet every Monday, Wednesday, and Friday in our assigned classroom from 9:40-10:30 a.m. These meetings will not be recorded. Education at the university level requires active involvement in the learning process. Therefore, you have the responsibility to attend classes and to actively engage in all learning assignments or opportunities provided in your classes. I track that engagement through PointSolutions and your corresponding PointSolutions Participation Grade (See Assignments). I only provide excused absences for university-sponsored activities, jury duty or court appearances, and military duty. You should contact me as soon as possible regarding any of these reasons for missing class.

Each day will consist of a lecture constructed around a secondary source reading or a discussion of multiple primary sources assigned for that day. The PowerPoint for each day will be posted an hour before our class period. You are responsible for doing all the required weekly readings as assigned in the syllabus (see the course outline). The readings must be completed before the day they are assigned. On Blackboard, you will find our readings, rubrics, and assignments you will complete outside the classroom. You will also find examples of previous students' assignments and helpful writing and technology guides.

Behavior: You are required to follow these guidelines when participating in our course. You are allowed to use a laptop to take notes. However, I encourage you to take handwritten notes.

**Phones must be kept away unless we answer a PointSolutions question**. If your laptop distracts your fellow students or me, I will request that you put away the laptop for the rest of the class. If you have a question during the lecture or discussion, I encourage you to raise your hand, as open discussion is essential for comprehension and retention. Please make sure you use respectful and courteous language with your fellow students and instructor. Please try to avoid using slang terms. If this is the first time you have heard of a term, feel free to ask for a definition. Please note that any sexual or racist language, vulgarity, or harassment will not be tolerated.

Contacting the Instructor: You can email me, set up an appointment, or come to my office hours. When emailing me, please put your reason and class time in the subject line so I know you are in the 9:40 course. Please feel free to contact me for anything regarding the course, whether clarification on assignments, questions about the lecture materials, or wanting to discuss your academic progress or interests in historical events not covered. You must contact me using your UARK email. You can expect to receive a response from me or Thomas within 72 hours of an email. We will not respond to emails sent after 8 p.m. until the following day. We will not respond to emails on the weekend. We can only discuss grades over UARK email or in person due to FERPA regulations. Please note that if you have a preferred name or pronoun that differs from the class roster, please let us know as soon as possible.

Learning Accommodations: Your experience in this class is important to me. The University of Arkansas [Academic Policy Series 1520.10](https://provost.uark.edu/policies/152010.php) requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have already established accommodations with the Center for Educational Access (CEA), please request your accommodations letter early in the semester and contact me privately so that we have adequate time to arrange your approved academic accommodations. If you have **not** yet established services through CEA but have a documented disability and require accommodations, contact CEA directly to set up an Access Plan. CEA facilitates the interactive process that establishes reasonable accommodations. For more information on CEA registration procedures, contact 479–575–3104, [ada@uark.edu](mailto:ada@uark.edu), or visit [cea.uark.edu.](https://cea.uark.edu/) I must have your CEA Accommodation letter prior to any assignments, as they will not be retroactively applied.

Late Assignment Policy: Except for medical/family emergencies, each additional 24 hours past the assigned deadline will result in a 7-point grade deduction (from 88 to 81) from any assignment. If the assignment is even one minute past the deadline, it will result in a deduction. All assignments completed outside of class except for your final paper are due by 11:59 p.m. on the date they are due. They must be submitted to Blackboard. Your unit tests are conducted in class and will not be accepted late. If you have a school-sponsored conflict, have a medical emergency, *e.g., in the hospital, or are affected by extraordinary circumstances,* you must **email me before class starts on the day** of the test if you will miss the test. Please note that Saturday and Sunday count as days, meaning an assignment due Friday and turned in on Monday would be assessed a late penalty of 14 points for being 48 hours late. You are responsible for keeping track of all the deadlines for each assignment. I will not accept any late assignments after **Friday, December 13, 2024.**

Extraordinary Circumstances: Things happen, from bad weather to pandemics. These things happen to you; these things happen to me. Please be in regular contact with me if these things do happen so we can see if there are any possible solutions. Extraordinary circumstances can also require us to make sudden changes to the course. Students should check their email accounts daily for any last-minute changes. In the event of inclement weather, watch your email and BB messages for announcements. You can read the University policy on inclement weather [here](https://safety.uark.edu/inclement-weather/).

The University of Arkansas has a campus-wide alert system for any hazardous conditions that may arise on campus. To learn more and to sign up, visit the [RazALERT website](https://safety.uark.edu/emergency-preparedness/emergency-notification-system/).

If you experience some emergency during the semester, such as a chronic illness or accident, then I strongly urge you to contact me as soon as possible to discuss your options. I would also contact [UofA Cares,](https://uofacares.uark.edu/) which can provide additional resources. Communication with your instructor is crucial to your success.

Withdrawals: Your last day to drop the class without a “W” is **August 30.** Your grade will always be visible on Blackboard, and you should keep track of your progress. If you think you are at risk of earning a D or lower in the course, you have until **November 15** to process a withdrawal. This will result in a “W” on your grade report but does not count against your GPA. A ‘W” is better than earning a D or lower.

Plagiarism, Copyright, & Academic Misconduct: I take academic integrity very seriously and **always** report suspected violations. These could have a significant impact on your grade and your academic transcript. I designed this course so that you can succeed, and it should be easy to do so ethically. To be clear, you are expected to do all your assignments **on your own** (no help from peers, parents, professionals, or robots) and to cite any sources you use, except lecture material, unless you are directly quoting me. Below are some examples of plagiarism, copyright infringement, and academic misconduct, but they are not limited to these examples. For more information, please see <https://honesty.uark.edu/>.

Some examples of plagiarism, copyright infringement, and academic misconduct are:

1. Copying or summarizing without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source.
2. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge).
3. Copying or collaborating on a graded assignment or exam without my approval.
4. Submitting work, either in whole or part, created by another student, a professional service, or an AI generator.
5. Photographing and sharing quiz questions with other students.
6. Downloading my lecture slides and posting them to a third-party website. If you have any questions about academic misconduct, please contact me.

Use of Generative Artificial Intelligence & Turnitin Software: You are not permitted to use generative artificial intelligence tools on any graded activities in this course. The use of generative artificial intelligence tools in any capacity while completing academic work submitted for credit, independently or collaboratively, will be considered academic dishonesty and reported to the Office of Academic Initiatives and Integrity.

You agree that by taking this course, all required papers may be subject to submission review for textual similarity and/or writing generated by artificial intelligence to Turnitin.com for the purpose of detection of unoriginal writing, including plagiarism (whether human-written or generated by artificial intelligence). All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting unoriginal writing, including plagiarism of such papers. Use of the Turnitin.com service is subject to the Turnitin Acceptable Use posted on the Turnitin.com website.

# Assignments & Grading:

Our class assignments will involve classroom and outside work. Assignments are designed to provide feedback on your progress and not to be punitive. Errors or mistakes are crucial in the learning process and necessary to improve your skills. You will receive a grade between 7-14 days after you have submitted it. **Note:** I will not accept any assignments after **December 13**.

Syllabus Quiz (2%): On August 19, the Syllabus Quiz will be posted to the Assignments Page on Blackboard. The Syllabus Quiz is a series of multiple-choice and true/false questions designed to test your knowledge of the syllabus. It will also ask you about your personal goals for the course. It is due Sunday, September 1. It is **open book and untimed.**

Map Quizzes (6%): On September 1, September 22, October 13, and November 10, your Map Quizzes must be submitted to Blackboard. They will be posted a few days prior to the due date. The Map Quizzes are designed to assist you in locating key cities, waterways, and regions, which will be discussed in the forthcoming weeks. You will be asked to drop a pin on a map to identify the relevant location. You will be asked to identify 12 locations per quiz. Each quiz is **open- book and has a 30-minute time limit once you start it.**

PointSolutions Participation (10%): This course is designed so that you can only be successful through regular attendance. However, instead of requiring attendance, part of your grade for coming to class will be calculated by participating in the PointSolutions questions. You must be in class to complete the PointSolutions Participation, and I do not provide excused absences unless you have a school-sponsored event. However, you have additional points available, allowing you to miss a few days of class and still receive an A. Each class will have between 3 and 6 questions, with some days having more and others having less. There will be 110 total points. Your PointSolutions participation grade will correlate to how many points you received throughout the course. To receive an A in this category, you need 88 points; a B, 78 points; a C, 68 points; a D, 58 points; and anything below 58 points will result in a 0 in this category.

Discussion Participation (8%): Part of the learning outcomes for our course is to develop your oral presentation and argumentative skills, mainly through the discussion of the primary source readings. A few of our class periods are dedicated to discussing primary sources, with the majority of your discussion participation grade coming from these periods. These days are henceforth noted as DIS. You must be in class to receive Discussion Participation points, and I do not provide excused absences unless you have a school-sponsored event. However, you are allowed to miss 2 DIS days before your discussion participation grade begins to be impacted. Please note that meaningful conversation does not equal quantitative (number) but rather qualitative, as one good point raised can display your thoughts on the readings and receive full marks. Please read the discussion assignment for more information regarding this category.

Primary Source Papers (Primary Source Paper I Draft-2%, Primary Source Paper I Final, and Primary Source Paper II-8% Each, Total=18%): Throughout the course, you will upload primary source papers to Blackboard by 11:59 p.m. on the day they are due. Your Primary Source Paper I includes a draft. Its rubric will have a heavier weight towards fulfilling the paper’s requirements. It is due on September 25. You will then revise Primary Source Paper I based on the feedback regarding your argument and resubmit it for a second grade on October 16. You will then submit Primary Source Paper II on November 13. The primary source paper is a formative assessment designed to gauge your comprehension of the primary sources by developing your analytical and argumentative skills. They will assist you in laying the groundwork for the larger argument necessary for the final paper. Please read the primary source paper rubric for more information regarding this assignment.

Unit Tests (33%): On September 16, October 9, November 6, and December 4, you will complete a unit test in class. You must complete **three** out of the **four** tests, or you may submit all **four** and have the **lowest test score dropped**. The tests are not cumulative and will only contain material covered from the previous test. The tests are summative assessments designed to gauge your knowledge of the material discussed in the lecture. The unit test will consist of five multiple-choice questions, a course theme question, three IDs, and one short-answer question.

You must bring your blue/green book on the day of the tests. You can bring one 3x5 note card with handwritten notes for each test.

Final Paper (Scaffolding Assignment I & II- 2.5% Each, Final Paper-18%, Total=23%): Instead of a final exam, you will submit a final paper that must be 4-5 pages and uploaded to Blackboard by **Wednesday, December 11, at 12:15 p.m.** Your final paper will answer one of two questions posted to Blackboard at the start of the semester. No paper will be accepted after December 13. Your final paper grade will include two scaffolding assignments worth 2.5% each, which will assist you in developing your final paper worth the remaining 18%. Your first scaffolding assignment is due on October 21, and your second scaffolding assignment is due on November

18. The final paper will be both formative and summative as it is designed for you to produce an original argument concerning the material discussed in the class. Please note that you are welcome to submit a rough draft to Thomas before December 1, which will not count towards your final grade; instead, he will provide feedback. The paper will act as your final exam and will not require outside sources. Please see the final paper rubric for more details regarding the assignment.

Grading Scale: Letter grades for the course are determined according to the scale below, and all decimals will be rounded to the nearest whole number (e.g., 89.7=90 or 79.3=79):

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

**Accessing the Syllabus:** The course syllabus will be uploaded as a Google Doc on the course Blackboard page. This allows you to have access to changes in the syllabus throughout the semester. Rather than printing the syllabus, I suggest you view the shared link online and check the syllabus frequently. Please note that I reserve the right to make changes to this syllabus, including the nature of assignments and the schedule of assignments and readings. I will announce any significant changes to the syllabus in class and through the announcements page on Blackboard.

**Course Outline:** Use the schedule below to stay on top of coursework and plan your semester regarding assignments. All assignments are expected to be completed by the day they are assigned.

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| Day/Date | Course Topic | Readings/Assignments |
| **Unit I: The Empires of Asia and the Islamic World** | | |
| Mon. August 19  Wed. August 21  Fri. August 23 | Introduction to Empires China as a “Spatial Fact”  Course Themes and Reading Historical Sources | **Syllabus Quiz Posted & Map Quiz I Posted**  BC: pp. 8-11, Empires as a Type of State- Themes, pp. 42-45, China: A Different Space for Empire- A Tool Kit for Empire  BC: pp. 11-17, Themes-The Dynamics of Empire,  BB: Kevin Reilly, *Worlds of History*  (Excerpts), 2017 |
| Mon. August 26 | Ming Dynasty’s Golden Era | BC: pp. 199-208, China-Manchu Rules |
| Wed. August 28 | Islam and Hinduism in Mughal India | BB: Robert Marks, *The Origins of the Modern World* (Excerpts), 2015 |
| Fri. August 30 | DIS: Multicultural Life in the Indian Ocean | BB: Zheng He, “Second Inscription,” 1432 Abd Al-Qadair Baduni, *Muntakhab-Ut- Tawarikh* (Excerpts), 1595 |
| Sun. September 1 | Syllabus & Map Quiz Due | **Syllabus & Map Quiz I Due by 11:59 p.m.** |
| Mon. September 2 | LABOR DAY (OFF) | OFF |
| Wed. September 4 | The Forging of the Ottoman Empire | BC: pp. 130-133, An Empire…-Sexual Politics…, 138-143, Consolidating…- Conclusion |
| Fri. September 6 | DIS: Life in the Islamic World & Writing a History Paper | BB: Ogier Ghiselin de Busbecq, “The Turkish Letters (Excerpts),” 1557-1562,  Gabor Agoston, “Firearms and Military Adaptation (Excerpts), 2014.  **Primary Source Paper I Posted** |
| Mon. September 9 | Christianity and the Kingdom of Kongo | BC: pp. 153-162, Monarchs, Merchants…- Land, Society, and Morality… |
| Wed. September 11 | DIS: Voices of Africa & Studying for the Unit Test | BB: Nzinga Mbemba, “Appeal to the King of Portugal,” 1526 |
| Fri. September 13 | The Reconquista and the Conquests of the Americas | BC: pp. 120-128, Composite Monarchy…- Making the…  **Map Quiz II Posted** |
| Mon. September 16 | Unit I Test | **In Class: Unit I Test** |
| **Unit II: Sovereignty and Subjecthood in Transcontinental Empires** | | |
| Wed. September 18  Fri. September 20  Sun. September 22 | Morality and Ethnicity in Spanish America  Kingdom of Benin & the Transatlantic Slave Trade  Map Quiz II Due | BC: pp. 162-170, Land, Society,…- Companies, Planters…  BB: Marks, *Origins* (Excerpts), 2015  **Map Quiz II Due by 11:59 p.m.** |
| Mon. September 23 | DIS: Local Voices in the Atlantic World | BB: Antonio Valerian, “Nican Mopohua or Huei Tlamahuitzoltica’s The Apparitions and Miracle (Excerpts)” 1649  Olaudah Equiano, *The Interesting Narrative and Other Writings* (Excerpts), 1789 |
| Wed. September 25 | Unionism and Settlers in the British Enterprise | BC: pp. 170-178, Unionism, Planters…- The Slave Trade  **Primary Source Paper I Draft Due (Required) by 11:59 p.m.** |
| Fri. September 27 | Sovereignty in Qing China | BC: pp. 208-218, Manchu Rules-End of Chapter |
| Mon. September 30 | DIS: Marriage and Morality in the Early Modern World | BB: Alice Thornton, “The Autobiography of Mrs. Alice Thornton (Excerpts),” 1645-1641 “Qing Law Code on Marriage (Excerpts),” 1644-1810,  Robinson Herrera, “Concubines and Wives (Excerpts),” 2007 |
| Wed. October 2 | Imperial Decline in the Mediterranean World & Crafting Your Final Paper | BB: Peter von Sivers et al., *Patterns of World History, Vol. 2* (Excerpts), 2020  Caroline Finkel, *Osman’s Dream* (Excerpts), 2005 |
| Fri.October 4 | Mughal India and the Rise of the British East India Company | BB: Peter von Sivers et al., *Patterns of World History, Vol. 2* (Excerpts), 2020  Jahangir, “Memoirs of the Emperor Jahangueir (Excerpts),” 1625  **Map Quiz III Posted** |
| Mon. October 7  Wed. October 9 | A British Civil War  Unit II Test | BC: 238-245, Imperial Power…-Empire, Nation, and Political…  BB: “Letter from Abigail Adams to John Adams, 31 March-5 April 1776”  **In Class: Unit II Test** |
| **Unit III: Revolutions, Citizenship, and Imperialism** | | |
| Fri. October 11  Sun. October 13 | Workday (No Class)  Map Quiz III Due | Work on Primary Source Paper I Final (No In-Class Meeting)  **Map Quiz III Due by 11:59 p.m.** |
| Mon. October 14 | FALL BREAK (OFF) | OFF |
| Wed. October 16 | The Franco-Haitian Revolution | BC: pp. 223-235, The Franco-Haitian Revolution- Capitalism…  **Primary Source Paper I Final Due (Required) by 11:59 p.m.** |
| Fri. October 18 | Political Imagination in the Spanish Empire | BC: pp. 245-250, Empire, Nation…-End of Chapter, pp. 290-294, Empire and Emancipation-European Power… |
| Mon. October 21 | Adjustments in the Empire of Liberty | BC: pp. 261-271, Citizens, Indians…- Russian Rules  **Scaffolding Assignment I Due by 11:59 p.m.** |
| Wed. October 23 | DIS: Voices of the Atlantic Revolutions | Toussaint L'Ouverture, “Letter to the Directory,” 1797  Simon Bolivar, “The Jamaica Letter (Excerpts),” 1815  Frederick Douglass, “The Civil Rights Mass Meeting Speech, 1883 |
| Fri. October 25 | The Global Industrial Revolution | BB: Marks, *Origins* (Excerpts), 2015 |
| Mon. October 28 | DIS: An Industrializing World & Citing Your Final Paper | BB: Alice Bacon, “How Japanese Ladies Go Shopping,” 1890  Peter C. Perdue, “Lucky England, Normal China,” 2000  **Primary Source Paper II Posted** |
| Wed. October 30 | Asia and Anti-Colonial Resistance | BC: 294-301, European Power…- A New Empire, pp. 303-305, Ottomans and Europeans-Repertoires of Empire, 306-312 Empire Intensified-Empire Expanded |
| Fri. November 1 | “Social” Darwinism in Africa and the Americas | BC: pp. 312-324, Empire Expanded - Conclusion  **Map Quiz IV Posted** |
| Mon. November 4 | DIS: Voices of Imperialism | BB: Albert Beveridge, “The March of the Flag,” 1898  Qiu Jin “Address to Two Hundred Million Fellow Countrywomen,” 1904  The Young Turks, “Proclamation for the Ottoman Empire,” 1908 |
| Wed. November 6 | Unit III Test | **In Class: Unit III Test** |
| **Unit IV: World Wars, Decolonization, and Ideological Empires** | | |
| Fri. November 8  Sun. November 10 | World War I and the Wilsonian Moment  Map Quiz IV Due | BC: 371-380, A World Unbalanced- Restructuring…, 389-393, Promises Unfulfilled-New Empires…  **Map Quiz IV Due by 11:59 p.m.** |
| Mon. November 11 | Rise of Totalitarian Empires | BC: 393-402, New Empires…- Stagnation and Stirrings… |
| Wed. November 13 | DIS: Perspectives of the Interwar Era | BB: “The General Syrian Congress: Memorandum Presented to the King-Crane Commission (July 2, 1919)”  Alexandra Kollontai, “Communism and the Family (Excerpts),” 1920  **Primary Source Paper II Due by 11:59 p.m.** |
| Fri. November 15 | World War II and the Holocaust | BC: pp. 404-410, War of the Empires…- Conclusion |
|  |  | BB: “The Atlantic Charter,” August 14, 1941” |
| Mon. November 18  Wed. November 20  Fri. November 22 | Liberal Democracy vs. Communism  The Invention of Decolonization  DIS: Voices of Decolonization | BC: pp. 413-415, End of Empire?-Empire Unraveled, 431-438, Development…-Soviet- Style…  BB: Mao Zedong, “The People’s Democratic Dictatorship,” 1949  **Scaffolding Assignment II Due by 11:59 p.m.**  BC: pp. 415-420, Empire Unraveled-Empires of…, 429-431, The Obstructed Path…-A World… pp. 420-429, Empires of Development…-The Obstructed…  BB: Jawaharlal Nehru, “Economic Development and Non-Alignment,” 1956 Kwame Nkrumah, “I Speak of Freedom,” 1961 |
| Mon. November 25  Wed. November 27  Fri. November 29  Sun. December 1 | Optional Individual Meetings (No Class)  THANKSGIVING BREAK (OFF)  THANKSGIVING HOLIDAY (OFF)  Optional Final Paper Rough Draft Due | Meet with Thomas or Ryan to Discuss the Final Paper on Zoom (Optional)  OFF OFF  **Final Paper Rough Draft (Optional) Due by 11:59 p.m.** |
| Mon. December 2  Wed. December 4 | China’s New Way & Pax- Americana  Unit IV Test  . | BC: pp. 438-442, Freedom from Empire-End of Chapter  BB: Maya Angelou, “Million Man March (1995)”  Robert Service, *Comrades!* (Excerpts), 2007  **In Class: Unit IV Test** |
| Wed. December 11 | Final Paper Due | **Final Paper Due at 12:15 p.m.** |

NO LATE ASSIGNMENTS AFTER DECEMBER 13 AT 11:59 P.M.

# Fall 2024 - History 2003: History of the American People to 1877 Section 005: T/Th 8:00 AM - 9:15 AM (Human Sciences 5)

**The University of Arkansas**

**Instructor:** Dr. James Cooke

**Email:** [jc123@uark.edu](mailto:jcooke@jbu.edu)

**Office:** Old Main 415

**Office Hours:** MW 12:30-1:30 pm, or by appointment on Zoom.

**Graduate Assistant**: Mr. Elliott Voelkel, [evoelkel@uark.edu](mailto:evoelkel@uark.edu)

# Required Texts:

You do not have to buy any books for this class! You already pay enough in tuition. This class will instead rely on the plethora of Open Educational Resources (OER) available online.

* Course Reader, found on Blackboard
* [The American YWAP, (free, open source, online textbook](https://www.americanyawp.com/))

Generally, most class periods will have a corresponding folder in the course folder with readings, podcasts, or videos which must be read/listened to/viewed *before* you come to class. This is a core part of the class and will be the foundation for the work we will do in class that day.

# Class Description:

This course introduces students to major concepts, themes, and events in American history from pre- European contact through Reconstruction. This is a survey course, so we will not be able to cover every detail of American history. Instead, we will endeavor to not only answer the standard “who, what, and when” but look deeper to the “why and so what” questions that historians deal with every day. Central to our exploration is the idea of American identity, framed by the question, “What does it mean to be an American?” By the end of this class, I hope to have conveyed to you that there is no fixed ‘correct’ version of American history, but instead an actively debated narrative developed by historians that is continuously evolving based on new sources and interpretations.

# I hate history. Why do I have to take this class?

I am fully aware that most of you are here because you have to be in order to graduate. For many of you, your previous experience with history was likely someone in high school lecturing at you about names, dates, and places. Likewise, the exams probably centered on memorizing these seemingly pointless details and regurgitating them on a piece of paper before forgetting them only hours later. If I leave you with nothing else from this class, I hope to at least demonstrate how the study of American History can be both fascinating and relevant to your daily lives. Beyond that, the study of history can also offer scholarly growth that will help you in whatever field or career you ultimately commit to after this class such as:

* + Critical Thinking - The ability to assess an argument, gather evidence, consider multiple perspectives, identify key issues, and reach well-founded conclusions.
  + Communication - The ability to write and speak clearly.
  + Interpersonal - The ability to see the world from another person’s perspective, assess another

person’s viewpoint, and discuss delicate issues with respect.

* + Social Awareness - Understanding that people have different backgrounds and that bringing

together differing views often helps produce better scholarship.

# Course Outcomes:

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| **Upon completion of this course, students should be able to:** | **By completing the following**  **activities and assignments:** |
| Describe the basic narrative and ideas of American history to 1877 | Quizzes Final Project |
| Analyze and critically engage with primary and secondary sources | Film Analysis  Primary Source Analysis |
| Discuss American Identity | Introduction Paper Participation  Final Project |

**Grading:**

Quizzes 300 points

Participation 150 points

Introduction Paper 50 points

Primary Source Analysis 150 points

Film Analysis 100 points

Final Project 250 points

Total 1,000 points

# Assignments:

*Introductions Paper:* In a 1-2 page paper, students will introduce themselves and consider what they consider it means to be an American. While you may include any information about yourself you deem relevant and important for your instructor to know, please be sure to tell me about your scholarly interests (historically speaking and otherwise), and what you hope to learn in this class. Please include a recent photo of yourself as well.

*Quizzes:* Rather than two or three exams, I test your knowledge of course material regularly. Most weeks will have a quiz due over the assigned readings and course lectures. Quizzes will generally consist of multiple choice, true/false, and fill-in-the-blank style questions. Quizzes will generally be available after class on Thursday on Blackboard and must be completed before class begins on Tuesday, unless otherwise noted. The quiz may be taken an unlimited number of times before the due date, and students will receive the best score.

*Participation:* Engagement and participation are a critical part of this course. Therefore, you have the opportunity at each class meeting to earn points for participation. It is crucial that you both complete the assigned readings and come to class prepared to critically discuss these materials. Each reading has a corresponding reflection question that you should be prepared to answer orally or in an in-class writing assignment. Because active discussion helps all of us learn, **attendance does not equal participation.**

Students may miss up to 2 classes without penalty to their participation grade. Students who miss class for an excused absence should arrange in advance with the professor to complete an alternative assignment for each class period they miss and must be prepared to provide documentation of the absence (doctors note, etc). **Any make-up work must be completed within one week of the missed class.**

**Rubric for participation**

|  |  |
| --- | --- |
| **Exemplary:** | Demonstrates excellent preparation. Students contribute to class discussion with thoughtful examples and evidence from the readings and offer analysis and synthesis of the material. Written work includes a thoughtful, insightful answer to the question, appropriate analysis of the text, rigorous reflection, and, where possible, at least one *effective* direct quotation. Engages in civil and respectful discourse with the various  perspectives by classmates and materials. |
| **Sufficient:** | Demonstrates good preparation, though occasionally underprepared. Responds to other students and engages thoughtfully with the material with specific examples and evidence. Written work may be missing rigorous reflection, insightful analysis, or appropriate textual support, but it gets the job done. Usually engages in civil and respectful discourse with the various perspectives by classmates and materials, though  comments may occasionally be one-sided. |
| **Adequate:** | Demonstrates adequate preparation but is inconsistent. Contributes infrequently to class discussion, perhaps only when prompted. Or, alternatively, may be quick to talk without offering substantive content or allowing other students to contribute. Written work only discusses the texts in broad, general sweeps and summarizations without attending to the text or the question carefully. Classroom discourse is often one-sided  and ignores or overlooks varying perspectives. |
| **Poor:** | Lack of engagement in class. Discussion responses do not demonstrate an understanding or reading of the texts. Written work is poorly written and reasoned and shows very little care toward the text, the question, and your own learning. Classroom discourse is always one-sided and ignores  or overlooks varying perspectives. |

*Primary Source Analysis*: Select a cartoon from the Library of Congress: American Cartoon Prints collection (<https://www.loc.gov/collections/american-cartoon-prints/>) and consider how the cartoon reflects American Identity. We will also use Generative AI to consider the role this emerging technology plays in historical analysis. Papers should be 2-3 pages double spaced.

*Film Analysis*: You will select a film depicting a historical event from a period our class covers and analyze how that film depicts American Identity. Papers should be 1-2 pages double spaced.

*Final Portfolio Project:* Students will create a video presentation on their understanding of what it means to be an American. The project should address common misconceptions about early American identity.

Projects should include references to at least 3 lectures, 3-5 primary sources read in class, primary source analysis, and film analysis. This is a reflective assignment, and students should also consider how their understanding of American Identity changed over the course. Videos should be 6-8 minutes long.

# Class Communication:

Most course documents (this syllabus, the schedule, assignment sheets, PowerPoints, additional readings, review sheets, etc) will be made available on the class Blackboard page. I will also send announcements through Blackboard and your UArk email, so please check your email consistently.

Please use email, rather than Blackboard messages, to contact me. Do not expect an immediate response. I make every effort to respond to class-related emails within 24 hours during weekdays and 48 hours on the weekends.

Do not email me in same style as a text message to one of your friends. Please include your name in all emails, a greeting (Dear or Hello Dr. Cooke), and use formal grammar, capitalization, and spelling.

Consider email communication with me to be preparation for your professional careers.

Graded work will be returned in class, or on Blackboard. If students miss the day the work was returned, they may contact the professor for the assignment.

# Classroom Expectations and Policies:

*Attendance*: Class attendance is critical to your success in this class, and attendance will be taken at the start of every class period. Students who are not present at that time, or students who leave class early, will be considered absent. Students who miss class for any reason other than an excused absence will not be permitted to hand in assignments for the day they miss. Absences will not only hurt your overall learning in this course but will negatively impact your participation grade.

You are responsible for informing the instructor well ahead of time of any excused absence and making up work for excused absences in a timely fashion. Examples of absences that could be considered excusable include: 1) illness of the student, 2) serious illness or death of a member of the student’s immediate family or other family crisis, 3) University-sponsored activities for which the student’s attendance is required by virtue of scholarship or leadership/participation responsibilities, 4) religious observances, 5) jury duty or subpoena for court appearance, and 6) military duty. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused.

Make up work for an excused absences must be completed within 1 week of the class absence unless there are exceptional circumstances.

*Due Dates & Late Work:* **All assignments are due at the start of class the day they are assigned, unless noted otherwise.** Assignments may not be turned in late, unless approved by the professor. In such cases, late work is penalized 10% per day and no late work will be accepted after one week from the initial due date.

*Recordings:* Students may not record class without prior permission from the professor and may not distribute class recordings to other students. Unauthorized recordings may violate federal law, state law, and university policies. The instructor may record class and provide access to the recording via Blackboard. Be aware that incidental recording may also occur before and after official class times.

*Respect for Diversity:* It is my intent that students from all diverse backgrounds and perspectives be well- served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexual orientation, disability, age, socioeconomic status, ethnicity, race, religion, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

*Punctuality*: Students arriving late to class may be counted absent, as late arrivals disrupt the flow of classroom lectures and discussion. Students arriving late should expect to receive a reduced participation grade.

*Preparation:* Discussion is a critical part of this class. Students are expected to prepare for each class period and be ready to discuss all assigned readings.

*Student Technology:* Electronics may only be used for note taking and for accessing class readings. It is my expectation that electronics will not create unnecessary distraction in the classroom, to yourself, the instructor, or to others. Students should be prepared to share their notes or material verbally at any time electronics are out and visible. **Headphones/earbuds may not be used during class.**

*You are responsible for your learning! It is your responsibility to check for assignments and come to class prepared.*

# A Few Words about Generative AI (e.g. ChatGPT)

Writing is integral to thinking. It is also hard. Generative AI such as ChatGPT or Grammarly are useful tools for helping us improve our writing and stimulate our thinking. However, they should never serve as a substitute for either, and in this course they cannot. This class allows the use of AI tools for your out- of-class assignments, provided you adhere to the guidelines below. AI should not be viewed as a way to avoid learning the material, but rather as an assistant that can help you master content and produce better results.

Think of the help you get from Generative AI as a much less sophisticated version of the assistance you can receive (for free!) from the Writing Studio. That person might legitimately ask you a question to jump-start your imagination, steer you away from the passive voice, or identify a poorly organized paragraph, but should never do the writing for you. A major difference here, of course, is that AI is not a person. It’s a machine which is adept at recognizing patterns and reflecting those patterns back at us. It cannot think for itself. And it cannot think for you.

Don't believe anything that AI tells you. AI fabricates or “hallucinates” seemingly credible data all the time. It can generate wholly inaccurate, and even offensive, content that is nonetheless highly persuasive. This is especially true when asking for references, quotations, citations, and calculations. AI can also produce biased answers. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or Generative AI. Make sure, therefore, to closely read and verify anything AI generates to ensure that it accurately reflects the facts and your position on a topic or issue.

With that in mind, you will need to adhere to the following guidelines in our class (keep in mind other courses and instructors will have different expectations):

*Appropriate use of AI:*

* You may use AI programs (e.g. ChatGPT) to help generate ideas and brainstorm.
* You are free to use spell check, grammar check, and synonym identification tools (e.g., Grammarly, and MS Word).
* You are free to use app recommendations when it comes to rephrasing sentences or reorganizing paragraphs you have drafted yourself.
* You are free to use app recommendations when it comes to tweaking outlines you have drafted yourself.
* You must be transparent in how you used the AI-based tool, including what work is your original contribution.

*Inappropriate use of AI:*

* You may not submit any work generated by an AI program as your own.
* You may not use entire sentences or paragraphs suggested by an app without providing quotation marks and a citation, just as you would to any other source. Citations should take this form: OpenAI, ChatGPT. Response to prompt: “Explain what is meant by the term ‘Triple Bottom Line’” (February 15, 2023, <https://chat.openai.com/>).
* You may not have an app write a draft (either rough or final) of an assignment for you.
* Evidence of inappropriate AI use will be grounds for submission of an Academic Integrity report. An AI detector such as GPTZero (https://gptzero.me/) may be used to detect AI-driven work.

# A few notes of Student Wellness:

*Counseling:* Counseling can be a great support to your college experience, regardless of the reasons that prompt you to go. I have always found counseling to be invaluable. Pat Walker Health Center’s Counseling & Psychological Services (CAPS) is committed to supporting the University of Arkansas students with all mental health care needs. CAPS offers critical mental health services such as short-term individual counseling, group counseling, psychiatry, 24/7 emergency mental health services, and case management. 479-575-5276. <https://health.uark.edu/mental-health/>

*Fitness Center:* This semester will be stressful. Please take care of your physical health, too. Don’t forget that access to the University’s fitness centers are included in your tution (so free!) and they offer a number of resources, such as fitness classed and free wellness coaching. [https://urec.uark.edu.](https://urec.uark.edu/)

*Food Pantry:* The University of Arkansas recognizes that some of our students experience food insecurity. For this reason, there is a food pantry available for anyone with a U of A ID who might need support accessing nutritious food. Jane B. Gearhart Full Circle Food Pantry <https://service.uark.edu/services/pantry/>

*Health Services*:

Pat Walker Health Center is here to support you and your physical health. 479-575-4451. [https://health.uark.edu.](https://health.uark.edu/)

# University Policies and Procedures:

**Emergency Procedures**

The University of Arkansas is prepared for a wide range of emergencies. Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at [http://emergency.uark.edu/.](http://emergency.uark.edu/) See also: [Emergency Procedures.](https://teaching.uark.edu/syllabus/emergencyprocedures.pdf)

*Violence/Active Shooter (CADD)*

* **CALL:** 9-1-1
* **AVOID:** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
* **DENY:** Barricade the door with desk, chairs, bookcases, or any other items available in the space.

Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it’s safe.

* **DEFEND:** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

*Inclement Weather*

Students will be notified by Blackboard and email in the event of inclement weather. For the University’s

inclement weather policy, visit [http://safety.uark.edu/inclement-weather/.](http://safety.uark.edu/inclement-weather/)

*Tornado Warning*

* Follow the directions of the instructor or emergency personnel.
* Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
* If you are in a multi-story building and you cannot get to the lowest floor, pick a hallway in the center of the building.
* Stay in the center of the room, away from exterior walls, windows, and doors.
* For more on emergency information, visit [emergency.uark.edu](http://emergency.uark.edu/)

# Reminder About Concealed Carry on Campus

* Handguns are only allowed on campus (including all classrooms) to the extent specifically authorized by state law. Each individual who lawfully possesses a handgun and an enhanced carry permit is required to keep the handgun concealed from public view at all times and is responsible for carrying the handgun in a safe manner.
* If an individual carries a concealed handgun in a personal carrier such as a backpack, purse, or handbag, the carrier must remain within the individual’s immediate vicinity (within arm’s reach). During this course, you may be required to engage in activities that may require you to separate from your belongings such as taking a quiz or examination, and thus you should plan accordingly. Any student who violates the concealed carry laws while on campus may be subject to criminal prosecution and/or discipline by the University, up to and including dismissal. If you observe someone displaying a handgun or other weapon on campus, it should be reported to the University of Arkansas Police Department.
* For more information, please go to [safety.uark.edu.](http://safety.uark.edu/)

# RazALERT

The University of Arkansas has a campus-wide alert system for any hazardous conditions that may arise on campus. To learn more and to sign up, visit their [website.](http://emergency.uark.edu/emergency-notification-system/index.php)

# Academic Support

A complete list and brief description of academic support programs can be found on the University’s Academic Support site, along with links to the specific services, hours, and locations. Faculty are encouraged to be familiar with these programs and to assist students with finding and using the support services that will help them be successful. <http://www.uark.edu/academics/academic-support.php>

# Academic Integrity

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s “Academic Integrity Policy” which may be found

at [provost.uark.edu](http://provost.uark.edu/) Students with questions about how these policies apply to a particular course or

assignment should immediately contact their instructor.

# Statement Regarding Note Selling

There are companies that will try to lure you into selling the notes you take in this class. Don’t let these companies take advantage of you. Selling my notes to any commercial service I will consider a violation of my intellectual property rights and/or copyright law as well as a violation of the U of A’s academic integrity policy. Continued enrollment in this class signifies intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity.

# Disability Related Accommodation Statement

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit [cea.uark.edu](http://cea.uark.edu/) for more information on registration procedures).

# Course Schedule:

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Read/Watch on Blackboard** | **Assignments Due** |
|  | Week 1 – Introductions |  |  |
| T, 8/20 | Introductions | *No Reading* |  |
| Th, 8/22 | What Does it Mean to be an American? & Primary Source Workshop | “The Danger of a Single Story” | **Introductions Assignment** |
|  | Week 2 – Contact |  |  |
| T, 8/27 | Early Native American Society | “The Unknown Story of Ancient North America” | Quiz #1 |
| Th, 8/29 | European Exploration & Contact | “The Mayflower and Native  American History” | **Annotated Primary**  **Source Due** |
|  | Week 3 – The Slave Trade |  |  |
| T, 9/3 | Origins of the Atlantic Slave Trade | Excerpts from “The Interesting Narrative of the Life of Olaudah Equiano” | Quiz 2 |
| Th, 9/5 | Origins of the Atlantic Slave Trade | Material from SlaveVoyages | **AI Analysis of Primary Source Due** |
|  | Week 4 – Early Colonies |  |  |
| T, 9/10 | Chesapeake & New England  Settlements | John Smith’s “A Description of  New England” | Quiz 3 |
| Th, 9/12 | Religious & Political Conflicts | John Winthrop Dreams of a City on a Hill |  |
|  | Week 5 – Autobiography |  |  |
| T, 9/17 | Introduction to Captivity  Narratives & Autobiography | Excerpts from Mary  Rowlandson’s Captivity  Narrative | Quiz 4 |
| Th, 9/19 | Discussion | Excerpts from Benjamin  Franklin’s Autobiography | **Primary Source Assignment Due** |
|  | Week 6 – Expansion |  |  |
| T, 9/24 | Expansion | Eliza Lucas letters | Quiz 5 |
| Th, 9/26 | *No Class – Prof Presenting at a Conference* | Liberty in the Air |  |
|  | Week 7 – Revolution |  |  |
| T, 10/1 | Lead up to Revolution | Documents on Independence | Quiz 6 |
| Th, 10/3 | Film: *The Patriot* | Documents on the Revolution |  |
|  | Week 8 – Revolution |  |  |
| T, 10/8 | Film: *The Patriot* | Abigail Adams | Quiz 7 |
| Th, 10/10 | *No Class – Prof Presenting at a Conference* | *No Reading* | **Film Analysis Due** |
|  | Week 9 – The New Republic |  |  |
| T, 10/15 | *No Class – Fall Break* | *No Reading* |  |
| Th, 10/17 | Constitutional Convention | Documents on Ratification | Quiz 8; **Final Project**  **Topic Proposal Due** |
|  | Week 10 – Young America |  |  |
| T, 10/22 | Democracy in the New Republic | Documents on Democracy | Quiz 9 |
| Th, 10/24 | Market Revolution | James Madison |  |
|  | Week 11 – American Institutions |  |  |
| T, 10/29 | The “Peculiar institution” | George Fitzhugh | Quiz 10 |
| Th, 10/31 | Manifest Destiney | John O’Sullivan | **Final Project Outline Due** |
|  | Week 12 – Fracture and Abolition |  |  |
| T, 11/5 | Film: *Harriet* | “About Harriet Tubman”; Running Away from Fayetteville podcast | Quiz 11 |
| Th, 11/7 | Film: *Harriet* | Becoming Frederick Douglass; Excerpts from Frederick Douglass autobiography |  |
|  | Week 13 – Regionalism |  |  |
| T, 11/12 | The Political Crisis of the 1850s | “The Rivalry” | Quiz 12 |
| Th, 11/14 | Lead Up to the War | Secession Documents | **Final Project Script**  **Draft Due** |
|  | Week 14 – The Civil War |  |  |
| T, 11/19 | The Civil War | The Confederate Constitution | Quiz 14 |
| Th, 11/21 | The Civil War | Emancipation Readings | **Peer Review of Script**  **Drafts Due** |
|  | Week 15- Thanksgiving Break |  |  |
| T, 11/26 | *No Class – Research Day* | *No Reading* |  |
| Th, 11/28 | *Thanksgiving Break* | | |
|  | Week 16 – Reconstruction |  | Quiz due Sunday at Midnight |
| T, 12/3 | Reconstruction | Reconstruction Readings | **Final Project Slide Deck Draft Due** |
| Th, 12/5 | Wrap Up / Review | *No Reading* | *No Quiz* |
| Final Exam Period – **Final Project Due** | | | |

**Note:** The above policies, procedures, and assignments, as well as the schedule, are subject to change at the instructor’s discretion. Suitable notice will be given to students of any changes to the course. All Course materials produced by the instructor are copyrighted and may not be reproduced for anything other than personal use without permission of the instructor.

**HIST 20103 | History of the American People 1877 to Present University of Arkansas | Department of History**

**Fall 2024**

**MWF 8:35-9:25 AM**

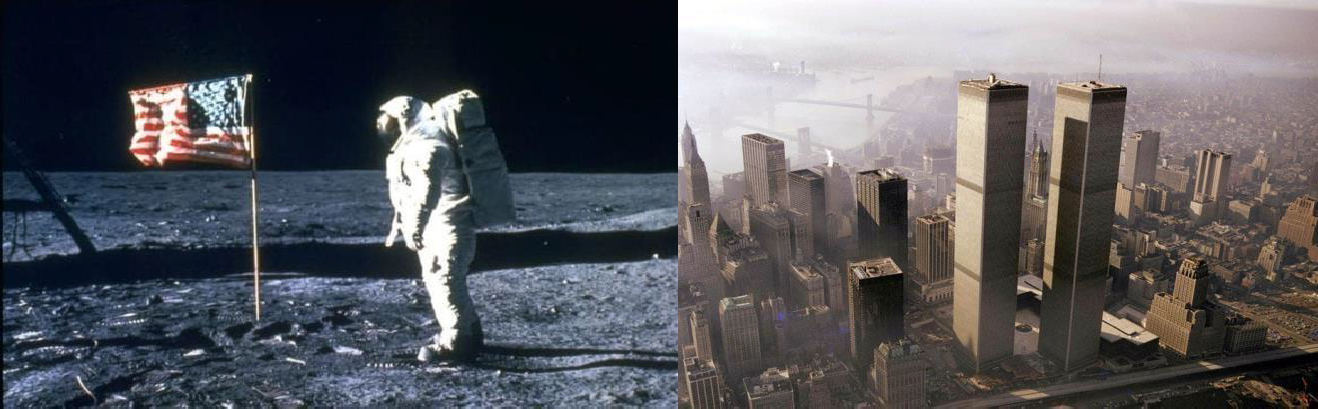
**WJWH 0114**

**Instructor:** Michael Anthony

**Email:** [mjanthon@uark.edu](mailto:mjanthon@uark.edu)

**GAs:** Cameron McGarrah ([cmmcgarr@uark.edu](mailto:cmmcgarr@uark.edu)) & Sarah Dilatush ([sgdilatu@uark.edu](mailto:sgdilatu@uark.edu))

**Office Hours:** Old Main 415 (9:00-11:00 AM)



# Course Description and Class Goals:

This course will examine the history of the United States from the end of Reconstruction after the Civil War to the present. The goal of this class is to provide students with a general understanding of the history of the United States. With that said, this is a survey course, so we will not be able to cover every detail of modern American history. Instead, we will endeavor to move beyond the standard “who, what, and when” questions of history and look deeper into the “why, how do we know, and so what” questions that historians struggle with every day. By the end of this class, I hope to have conveyed to you that there is no fixed ‘correct’ version of American history, but instead, an actively debated narrative developed by historians that is continuously evolving based on new sources and interpretations. This analysis of sources will not be left solely up to these ‘professional’ historians, however, as you will be asked to reckon directly with sources to form your own well-founded opinions on the history of the country.

**I hate history. Why do I have to take this class?**

I am fully aware that most of you are here because you have to be in order to graduate. For many of you, your previous experience with history was likely someone in high school lecturing at you about names, dates, and places. Likewise, the exams probably centered on memorizing these seemingly pointless details and regurgitating them on a piece of paper before forgetting them only hours later. If I leave you with nothing else from this class, I hope to at least demonstrate how the study of American History can be both fascinating and relevant to your daily lives.

Beyond that, the study of history can also offer scholarly growth that will help you in whatever field or career you ultimately commit to after this class such as:

* Critical Thinking - The ability to assess an argument, gather evidence, consider multiple perspectives, identify key issues, and reach well-founded conclusions.
* Communication - The ability to write and speak clearly.
* Interpersonal - The ability to see the world from another person’s perspective, assess another person’s viewpoint, and discuss delicate issues with respect.
* Social Awareness - Understanding that people have different backgrounds and that bringing together differing views often helps produce better scholarship.

# Required Texts and Equipment:

You do not have to buy any books for this class! You already pay enough in tuition. This class will instead rely on the plethora of Open Educational Resources (OER) available online.

* *The American Yawp,* [https://www.americanyawp.com](https://www.americanyawp.com/) [(](https://www.americanyawp.com/)Free, open-source textbook)
* Blackboard Readings (Uploaded by the Instructor)

# Assignments and Grading:

|  |  |  |
| --- | --- | --- |
| Assignment: | Percentage of Grade: | Grade Distribution: |
| Attendance (5 points each class) | 20% (~200 points) |  |
| Discussion Days (50 points each) | 15% (150 points) | A = 89.5% or above |
| Primary Source Analysis | 15% (150 points ) | B = 89.4%-79.5% |
| Blog Posts (10 points each) | 10% (100 points) | C = 79.4%-69.5% |
| Midterm Exam | 20% (200 points) | D = 59.5-69.4% |
| Final Exam | 20% (200 points ) | F = 59.4% or below |
| Total | 100% (~1000 points) |  |

Grades will be posted on Blackboard within ten days of submission. If a student is unhappy with their grade and wants the grade to be reconsidered, he/she is required to email a detailed response for why they consider the assignment to have been incorrectly graded. The grievance has to be turned in within one week of when the grade was returned.

# Attendance (~200 points):

It is extremely difficult to succeed in this class if you are not present for the lectures and discussion. Each class session, I will provide an important question from that day’s lecture for students to take 1-2 minutes to answer on their own 3x5 index card (or typed if necessary). These will be turned in at the end of class and all sensible responses will be given full credit for that day. There are ~40 days of class (not including days for exams). Attendance will be taken out of roughly 200 points (and will always be averaged).

40 days attended = 100% Each class attended will gain the student 5 points 36/40 days attended = 90% towards their overall grade up to 200 points

|  |  |
| --- | --- |
| 32/40 days attended = 80% |  |
| 28/40 days attended = 70% | \*There may be some days we are absent for weather or something that might |
| 24/40 days attended = 60% | throw this point value off. Your attendance score will always be averaged. |

# Discussion Days (Three at 50 points each):

On three days during the semester, we will have a class discussion on several primary and secondary sources provided by the instructor. These sources will be easy to read/examine but will have larger significance to the topic we are studying that week. As a class, we will spend the session walking through how to properly analyze these sources for the history they provide. I will grade you on this discussion in two ways: 1) your participation in the actual in-person class discussion and 2) your online participation in the group’s discussion board on Blackboard. This is a way to provide students who are unwilling or unable to speak in front of the class to still prove they are engaging with the sources and helping the group. Further instructions will be available on Blackboard as we go.

# Primary Source Analysis (150 points):

The Sunday after our Second Discussion Day, you will be expected to submit a 3-to-4-page double-spaced Primary Source Analysis via Blackboard where you closely evaluate a source from the period we are studying. Simply put, these assignments are meant to get you engaging directly with the type of sources that historians use every day. I will upload to Blackboard several primary sources that will suffice to analyze, and each student will pick one and examine it in depth. Do not stress too much about this assignment! I know it sounds difficult, but we will discuss the paper more in class.

\*For this assignment, please use 12-point, Times New Roman font with 1-inch margins for the paper. Try to fall between the 2 to 4 double-spaced page zone, but slightly more is acceptable. Anything less will likely not provide the depth necessary for a high grade.

**Late Assignments:**

I understand that things are crazy right now. If you need more time on an assignment, please meet with me after class or email me and explain the situation. More times than not, we will be able to work out a timeline that will help you complete the assignment without taking a deduction. Note, however, that I will be far more amenable to accepting a late assignment if you discuss this with me before the assignment is due. In most cases, the maximum timeline for completing an assignment is one week after the due date. **Late assignments will lose 20% for every 24-hour period after the due date.**

# Blog Posts (Ten at 10 points each):

Each week on Blackboard (with a few exceptions), I will upload a source or video and ask you a question to answer after viewing it. For credit, you will need to provide five to ten sentences answering the question pulling from the source itself. Generally speaking, there is not a right or wrong answer on these questions. As long as you demonstrate you have interacted with the source and truly thought about it, you will receive a good score.

The questions will be uploaded each Monday morning and are due by Sunday at midnight of that week. These assignments should not take more than an hour to complete. If they are routinely taking you longer than this, please come meet with me.

# Mid Term and Final Exams (200 points each):

There will be two exams in this class – a midterm and a final. These exams will be taken in our classroom. You will need to provide a blue/green book (available at shops around campus or in vending machines) for each exam. These two exams will follow similar guidelines. Sixty percent of the grade will comprise of five identification terms (I will provide six terms and you choose five to answer). These ID questions will follow the standard ‘who, what, when, where, and why’ portion of history. Expect to write around four to six sentences for each.

For the other forty percent of the exam, you will be given a choice of two questions from which you will pick one to write a detailed response to. Expect to devote around one to two blue book pages to this. Because this is a 50-minute class, this will require you to write and think quite quickly. As a suggestion, it is a good idea to try to spend 25 minutes on the five IDs and 25 minutes on the essay. You may leave the room as soon as you finish the exam.

# Make-Up Exams:

If you have a good reason to miss the midterm, email me so we can arrange a make-up exam. Again, this process will go smoother for you if you inform me before the day of the exam (if possible). I will provide you with an entirely new exam at the make-up which typically is more difficult than the exam given in class.

\*Make-up exams are only for missed exams; it is *not* an opportunity to retake an exam in hopes of a better grade. The final exam must be taken at its scheduled time. The instructor reserves the right to handle exam make-ups on a case-by-case basis in extenuating circumstances.

# Laptop and Phone Policy:

I do not care if you use laptops for notetaking in my class but remember to be respectful of the other students in the class. If another student complains of your device being a disruption to their experience in the class, you will be asked to either move to the back of the class or refrain from using the device completely. Phones may be kept out on desks and used in emergency situations but please do not make a habit of texting, watching videos, or listening to music while class is ongoing. You may take pictures of certain slides if that helps you, but **I ask that you not record my lectures, especially to send to other students.**

# Course Communication:

It is important for you to be able to contact me with any issues you have about the course. The best/quickest way for you to reach me is always by email at [mjanthon@uark.edu.](mailto:mjanthon@uark.edu) In addition to email, I will also be available most days directly after class to meet in the library or my office on campus if you prefer a face-to-face meeting. These meetings can be about the class or anything on campus that you need help with. I enjoy talking with students, please do not think of yourself as a burden. Remember, I am here to help you—please do not hesitate to ask!

# Academic Honesty:

Plagiarism is utilizing someone else’s writings, ideas, or works without providing due credit or proper citation. Quotation marks and footnote/endnote citations should be utilized in order to note the source of a work or idea. The university’s policy on Academic Honesty is as follows: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s Academic Integrity Policy at honesty.uark.edu/policy. Students with questions about how these policies apply to a particular course or assignment should immediately contact the instructor.

\* Recently, students have begun to experiment with using generative AI software - such as ChatGPT - to answer material for this class. Every semester, I catch a few students using this software to answer blog posts, discussion days, etc. Using these resources and passing it off as your own work is a violation of the university’s academic honesty policy and I will have no choice but to turn this violation in. Please refrain from doing this for both our sakes. The assignments are never so difficult you need a computer to help. Ironically, the assignments are often subjective to answer which is why the computer programs have such difficulty answering them.

# Writing Center and CLASS+:

CLASS+ Writing Support provides one-on-one tutoring assistance. You can work with writing tutors in person or upload your paper for online feedback. Writing tutors help you learn revision strategies for developing your academic and professional writing skills. Schedule a free online or in-person appointment. Call 479-575-6747 or email [writcent@uark.edu.](mailto:writcent@uark.edu) The Center for Learning and Student Success (CLASS+) works with students to refine and strengthen the academic skills necessary for success at the University of Arkansas. Call 479.575.2885 or visit the office in Gregson Hall or visit class.uark.edu.

# Center for Education Access:

The Center for Educational Access (CEA) serves as the central campus resource for the University community in regard to students with disabilities and accommodations to remove barriers to access. Call 479-575-3104 or email [ada@uark.edu.](mailto:ada@uark.edu) 209 Arkansas Union or visit cea.uark.edu. If you need any help in this process, please come see in the first two weeks of class so we can establish any help you need.

# U of A Cares:

If something bad happens in your personal life that will cause you to miss assignments or substantial portions of class, please contact U of A Cares in the Dean of Students Office at uofacares.uark.edu. U of A Cares can help you navigate troubles, connect you with resources, and contact all of your professors at once so you can stay on track academically.

# Severe Weather (Tornado Warning):

* Follow the directions of the instructor or emergency personnel.
* Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
* If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
* Stay in the center of the room, away from exterior walls, windows, and doors.

# Violence / Active Shooter (CADD):

* CALL- 911
* AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
* DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it’s safe.
* DEFEND- Use chairs, desks, cell phones or whatever it takes to defend yourself.

# Tentative Dates for Lecture and Assignments:

**Week One:**

August 19 Go Over Syllabus – Why Does this Class Start in 1877? August 21 The Compromise of 1877 and End of Federal Reconstruction

August 23 Disfranchisement, *Plessy v. Ferguson,* and a ‘New South,’ 1877-1896 Blog Post #1 – August 25th by 11:59 p.m.

# Week Two:

August 26 The Second Industrial Revolution and the Remaking of American Life August 28 The Gilded Age, Big Business, and the Average American Worker August 30 The United States Looks West

Blog Post #2 – September 1st by 11:59 p.m.

# Week Three:

September 02 **Labor Day!!! No Class!**

September 04 The American West – Reality vs. Fiction

September 06 The Impulse for Progress Reform and The America Worker’s Response No Blog Post This Week!

# Week Four:

September 09 Populism Part One – Farmers Complaints and the Agrarian Revolt September 11 Populism Part Two – The Populist Party in American Politics September 13 **Discussion Day #1 on Triangle Shirtwaist Factory Fire**

Blog Post #3 – September 15th by 11:59 p.m.

# Week Five:

September 16 The Progressive Era, 1896-1920

September 18 The Apex of Progressivism – Prohibition and Women’s Suffrage September 20 The ‘Emergence’ of American Imperialism and the Coming of WW1

Blog Post #4 – September 22nd by 11:59 p.m.

# Week Six:

September 23 The United States and World War One, 1917-1918, Part One September 25 The United States and World War One, 1917-1918, Part Two

# September 27 Discussion Day #2 on Red Summer and Two Race Riots in Arkansas Primary Source Analysis Due on September 29th by 11:59 p.m. No Blog Post!

# Week Seven:

September 30 A Return to Normalcy and the Roaring Twenties October 02 Herbert Hoover and The Stock Market Crash of 1929

October 04 The Great Depression; Exam Review **End of Midterm Material**

No Blog Post this Week! Blog Post #5 is due next week but available now!

# Week Eight:

October 07 **Mid-Term Exam!**

October 09 FDR and the First New Deal, 1933-1935

October 11 The Second New Deal and the Coming of WWII, 1935-1941 Blog Post #5 – October 13th by 11:59 p.m.

# Week Nine:

October 14 **Fall Break!!! No Class!**

October 16 World War II and the American People, 1941-1945, Part One October 18 World War II and the American People, 1941-1945, Part Two

Blog Post #6 – October 20th by 11:59 p.m.

# Week Ten:

October 21 World War II and the American People, 1941-1945, Part Three October 23 **Discussion Day #3 on Impact of World War II on United States** October 25 The War in the Pacific and the Dropping of the Atomic Bomb

Blog Post #7 – October 27th by 11:59 p.m.

# Week Eleven:

October 28 The Origins of the Cold War

October 30 The Cold War Turns Hot – The 1950s and America’s Cold War Culture November 01 The Long Civil Rights Movement, 1896-1968, Part One

Blog Post #8 – November 3rd by 11:59 p.m.

# Week Twelve:

November 04 The Long Civil Rights Movement, 1896-1968, Part Two

November 06 The 1960s – Cold War, Counterculture, and America’s Coming of Age November 08 The Vietnam War and a New Social Reform in America, 1963-1973

Blog #9 – November 10th by 11:59 p.m.

# Week Thirteen:

November 11 Richard Nixon, The Pentagon Papers, and Watergate

November 13 Jimmy Carter and a Crisis of Confidence in America, 1974-1980 November 15 The Reagan Revolution and the Rise of the New Right

Blog Post #10 – November 17th by 11:59 p.m.

# Week Fourteen:

November 18 A New World Order – George H.W. Bush and the Persian Gulf War November 20 Clinton and Political Centrism

November 22 George W. Bush and the September 11th Attacks No Blog Post! Bonus Blog Post #11 is up but due next week!

# Week Fifteen:

November 25 **Thanksgiving Break!!! No Class!** November 27 **Thanksgiving Break!!! No Class!** November 29 **Thanksgiving Break!!! No Class!**

Bonus Blog Post #11– December 1st by 11:59 p.m.

# Week Sixteen:

December 02 The War on Terror and The United States in the 2000s; Review December 04 **Final Exam!!!**

December 06 **Reading Day!! No Class!!**

# University of Arkansas Fulbright College of Liberal Arts Department of History

**History 3243 – African American History Since 1877 Spring 2024**

**Instructor:** Dr. Brian McGowan **Office:** Old Main 407

**Email:** [bmcgowan@uark.edu](mailto:bmcgowan@uark.edu) **Phone:** (479) 575-3001

**Office Hours:** MTW: 11-1

1. **Required Textbook:** *The Mis-Education of the Negro*, Carter G. Woodson

*To Redeem the Soul of America*, Adam Fairclough

*Struggle for the Street*, Jessica Klanderud

1. **Course Description:** The course will study the major social, political, and economical issues relating to the African American experience beginning with the late post-Reconstruction period and will include, all of the major personalities and influences in the Civil Rights Movement, from 1877 to the present.

# Evaluation Procedure

**Grading Scale:** A=90-100

B=80-89

C=70-79

D=60-69

F=59-below

**Point Distribution:** Exam 1 100pts

Paper 1 100pts

Paper 2 100pts

Final 150pts

1. **Attendance:** At the University of Arkansas, class attendance is regarded as an obligation as well as a privilege. All students are expected to attend class through the final exam period. Beginning from the fifth unexcused absence a student’s final grade will be diminished by 5% for each additional absence.
2. **Exams:** There will be two exams given during the semester: a midterm and a final. These exams will be essay exams and will either be in class or on Blackboard. Your professor will figure out which in the upcoming weeks. Further information, including a study guide will be provided in class.
3. **Make-up Exams:** Make-up exams will only be given to students who provide valid excuses. The instructor reserves the right to verify the validity of excuses. Exams **MUST** be made-up within **ONE** week of returning to campus. Failure to do so will result in a failing grade on the exam.

# Academic Dishonesty

# As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.

Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at <http://provost.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

### Disability Services for Students:

The University of Arkansas maintains the Office of Disability Services in order to serve student needs. They can found at https://accessibility.uark.edu/ or by phone at (479) 575-6208.

1. **Title IX:** The University of Arkansas is committed to providing a safe environment for all of its students, faculty, and staff. If you ever have any concerns about discrimination, please contact the Title IX Office at https://titleix.uark.edu/index.php

### The instructor reserves the right to make any additions or changes to course content, coursework, scheduling or rules with proper written notice to the class.

1. **Tentative Course Schedule**

January

24 – Beginnings

26 – Reconstruction I 29 – Reconstruction II 31 – Reconstruction III

February

2 – New South I 5 – New South II 7 – Gilded Age

9 – Jim Crow/*Plessy*

12 – The West/Frontier Thesis 14 – Populism

16 – Progressivism I 19 – Progressivism II

21 – DuBois/Washington 23 – Education in the South 26 – Education in the North

28 – Discuss *Mis-Education of the Negro*

March

1 – World War I

4 – 1920s

6 – Harlem Renaissance I 8 – Harlem Renaissance II

11 – Baseball and early professional sports

13 – Great Depression/**First Paper Due** 15 – **Mid-Term**

18 – **Spring Break** 20 – **Spring Break** 22 – **Spring Break** 25 – New Deal I

27 – New Deal II

29 – World War II

April

1 – Roosevelt Court

3 – Early De-segregation 5 – *Brown*

8 – Massive Resistance

10 – Discuss *To Redeem the Soul of America*

12 – Kennedy and the CRM 15 – Johnson and the CRM 17 – Rise of Black Power

19 – Nixon and the end of the CRM

22 – Neo-conservatism and civil rights/Discuss *Struggle for the Streets*

24 – 1980s

26 – Clinton and New Democrats

29 – 21st Century & African Americans

May

2 – Wrap up/**Second Paper Due**

6 – **Final Exam** 10:15-12:15

# The Course:



This course centers on the Native American perspective and narrates the special role Native Americans played in the history of the United States. This course will focus on the history of North America’s Indigenous peoples paying attention to human adaptability, cultural exchange, societal change, the relationship between U.S. governments and tribal nations, Indigenous social and religious ideas, resistance to European expansionism and settler colonialism, racism, and the impact of technology and economies on Native Americans and their environments. Readings and meetings will reveal to the student the incredible diversity of Indigenous peoples, the complications that arose with Euro-American contact, the ingenuity of Native adaptations, the role of American racial ideology in Native history, and the persistence of Indigenous cultures.

# Aims of the Course:

* To attain a broader knowledge of the history of Native American social and political concepts, intellectual and religious ideas, and ways of life. To put that understanding in context and apply it to the present.
* To gain a better understanding of the historical developments that shaped the United States and consider how those past examples of change apply to the present.
* To develop in-depth historical thinking, an increased ability to analyze and interpret the world historically. To better recognize change and contingency.
* To develop skills of critical thought about primary and secondary sources. To learn to weigh and interpret conflicting evidence.
* To improve reading and writing skills in the effort to build one’s own informed and evidence-based arguments.
* To better process information and opinions from a spoken source, whether from peers in classroom discussions or lectures. To better express one’s own thoughts in a discussion.
* To cultivate one’s aptitude for empathy. To contemplate the life experiences of unfamiliar people.

# Learning Outcomes – by the end of the course, students should be able to:

* Demonstrate knowledge of contemporary approaches to Native American history and American history in general.
* Independently seek historical knowledge and discern its reliability.
* Recognize problematic, biased sources and evidence. Interpret Indigenous-authored sources while recognizing the challenges of decolonizing our historical perspectives.
* Better understand how people from varying societies and cultures interact.
* Better understand Indigenous peoples from an Indigenous perspective and consider the complex circumstances of Native American life. Demonstrate historical knowledge of important events and ideas.
* Understand the colonization of Indigenous North Americans as a varied, complex, and ongoing process. Understand the economic, political, and ideological forces that drive settler-colonialism in the United States. Demonstrate their knowledge of the economic, political, military, and social policies that Euro-Americans used to remove, relocate, and/or eradicate Native Americans. Also understand the environmental costs of Euro- American colonization.
* Understand the historic processes that lead to current U.S. Indian Affairs policies. Know that tribal nations are, based on treaties, U.S. laws, and U.S. court decisions, sovereign nations, but still exist under the “plenary power” of the U.S. Congress.
* Recognize the inaccurate Euro-American representations of Native Americans that have been driven by settler-colonialism and racism.
* Recognize the persistence of Indigenous peoples despite colonialism and efforts of forced acculturation. Convey their knowledge of Native American resistance to colonial power.

**Course Themes**

Native American history is an exploration of *Diversity* – There is no single Indigenous American culture or language. Many hundreds of different societies thrived, and still thrive, in what is now the United States. This diversity teaches students that there are many other complicated histories and ways of life that need to be considered. Stereotypes do not begin to capture the complexity and variety among tribal nations, and their interactions with European immigrants cannot be reduced to simple narratives of inevitable and unthinking conquest. Moreover, comprehending diversity fosters empathy, which is an important skill in all walks of life.

Native American history offers *Context*, a fuller understanding of the history of the American people. The continent was not empty when Europeans arrived. Euro-Americans did not build a nation in a vacuum. Euro-Americans contended with Native Americans for centuries, relationships were built up and destroyed, people exchanged cultures and economies, wars were fought, racial ideologies were fostered, and great expense was made by the U.S. colonizers to overwhelm Native populations. This all shaped the United States and its people.

Native American history provides *Contingency* – students understand that history is not inevitable or ‘meant to happen.’ Students learn that Native history is not just a series of misfortunes in an inevitable decline. Native Americans suffered a collective tragedy over the course of US history, but their stories cannot be simply condensed into one master narrative of defeat and decimation. To understand what happened to Native Americans we need to look at the lives of the many Natives and non-Natives that contributed to this multi-faceted story.

Native American response to colonialism was neither one-dimensional nor defeatist.

Native American history is *Interdisciplinary* – archeology, anthropology, ethnohistory, Indigenous studies, literature and language studies, and art – all disciplines and methodologies that are necessary to understand Native societies and cultures. Students take up a mixture of scholarship and learn the skills to analyze a variety of Indigenous primary source materials and objects.

Students of Native American history are also trained to confront sources that are unreliable and biased against a particular group.

# Illness Accommodations and Strategies:

* **Please do not attend class in-person if you feel under the weather, even if you are certain that you do not have COVID!** You will not be penalized in this course because of poor health. If you test positive for COVID, please reach out to those you have recently been in close contact with to inform them of your status. **Even if you believe that getting COVID is harmless to you, it can be very harmful to others around you.**
* All of our class meetings will be recorded. You can only gain access to the recording(s) of the class meeting(s) you miss because of extraordinary circumstances, including quarantine or illness. You can also attend a class meeting virtually via Zoom if you must miss the meeting because of extraordinary circumstances. Be aware that these accommodations are temporary, determined by the instructor, and only available for an extended period of time (not permanent) on a case-by-case basis. Examples of extraordinary circumstances include illness, disability, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, participation in official university activities, and court-imposed legal obligations.

# Support, Health, & Wellness:

* Students that experience a family or personal emergency (death in the family, unplanned hospitalization, etc.) or other crisis (medical, academic, financial) may contact UA Cares (<https://uofacares.uark.edu/>) for help dealing with difficulties that might result, like extended absences (UA Cares will contact instructors on your behalf, for instance).
* As a student, you may experience a range of challenges that can interfere with learning. Mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. Pat Walker Health Center’s CAPS is available to provide support or counseling. You can learn more about confidential mental health services available on campus

at: <https://health.uark.edu/mental-health/index.php> and <https://mentalhealth.uark.edu/> Support is also available 24/7 at: 479-575-5276.

# Course Expectations:

* **Engagement**: Your attendance, your contribution to our discussions, and your work outside of class are all essential to your success.
  + **Attend:** I strongly discourage absences, but I do not “take attendance.” If absences are excessive, the professor will give student a warning, and **professor reserves the right to fail a student because of lack of attendance**. The warning will be an “At Risk” attendance notification on UAConnect. If you receive this notification, you are in danger of failing the course (if your attendance does not quickly improve). **Please do not attend class if you are feeling sick.** If an extraordinary circumstance occurs in your personal life that causes you to miss assignments or substantial portions of class, please let me know. You don't have to explain your circumstances to me if you need assistance in this course. I’m here to help. See info above regarding class recordings and UA Cares.
  + **Participate:** You are a part of this course: ask questions, express your thoughts, participate in discussions.
  + **Read:** You should do all the required reading, including weblinks. Failing to stay caught up on the assigned readings will severely hamper your ability to excel in this course.
  + **Monitor Blackboard:** Course announcements, information, assignments, and supplemental readings and links will be posted on the course’s Blackboard website.
* **Originality**: The work you do here is your own. You will present your own thoughts about what you learn, read, and research. You should not present anyone else’s work as your own, so **you must cite your sources**. Collaboration with fellow students is allowed only with professor’s permission.
  + Each University of Arkansas student is required to be familiar with and abide by the University's Academic Integrity Policy. Click [here to read the policy.](https://honesty.uark.edu/policy/index.php) Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.
  + Cheating on exams, quizzes, or any assignment will result in failure.
  + The use of generative AI (tools like ChatGPT or Gemini) to create/compose written assignments is prohibited. Also be careful of using such tools as sources of information – **they are not reliable sources of information**.

# Written assignments require clear citation of one’s sources of information.

* + The University has access to sophisticated methods for detecting plagiarism. This professor will know if you use someone else’s work as your own.
  + I consider selling notes or PowerPoints to any commercial service a violation of my intellectual property rights and/or copyright law as well as a violation of the Student Conduct Code.
  + Continued enrollment in this class signifies intent to abide by these policies.

# Course Assignments (Details on Blackboard):

* **In-class Exercises (or “Quizzes”) -** There will be 7 or 8 in-class exercises that will be graded – if you miss class, you miss the grade, no make-ups. But this should not affect your grade unless you miss an inordinate number of classes because **only your 5 best in-class exercises will count toward your final grade. Your worst exercise scores will be dropped. Please understand this!**
* **Write a précis –** Write one précis for any of our suggested **books (not a journal article or website)**. A précis explains the major objective of a book and its main themes. The due date will depend on which book you choose – **your chosen précis will be due two weeks following that book’s appearance on the schedule.** See Blackboard “Assignments” folder for the specific due dates.
* **Annotated Bibliography –** This will be a list of at least 5 primary sources and 5 secondary sources (monographs, chapters in edited volumes, or scholarly journal articles that you have read) along with 3-5 sentences of annotations for each that are relevant to your semester’s research.
* **Primary Source Project –** Students will think critically and write about a primary source that fits within the themes of our course. Many more details are on Blackboard. A Project Proposal is due on Sept. 27. Students also have the option to present the project in a digital format, using a platform like StoryMaps.
* **Exams –** There will be two exams, a midterm and a final, that students will complete at our scheduled class time, but on Blackboard.
* **Grading –** You do not have to email me to ask about your grade. All grades will be posted on Blackboard throughout the semester. Your final grade only appears on UAConnect.

Five Best In-class Exercises 50 Points

Précis (Variable Due Date) 30 Points

Exam #1 (Oct. 11) 80 Points

Exam #2 (Dec. 11) 100 Points

Primary Source Project (Nov. 22) 100 Points

Primary Source Project Proposal (Sept. 27) 15 Points

Annotated Bibliography (Oct. 21) 25 Points

**TOTAL 400 Points**

* **Assignments submitted late will receive significant point-reduction penalties. Those penalties may be excused under extraordinary circumstances at the discretion of the professor. A make-up exam can be given for those missing the midterm because of extraordinary circumstances and at the sole discretion of the professor. Only the midterm exam can be made up. That make-up exam will be administered on one day only.**
* **Academic Resources & Support** - <https://admissions.uark.edu/academics/academicresources.php>
  + The Center for Learning and Student Success (CLASS+) works with students to refine and strengthen the academic skills necessary for success at the University of Arkansas. <https://success.uark.edu/>
  + **The Writing Studio -** [https://success.uark.edu/academic-initiatives/writing-](https://success.uark.edu/academic-initiatives/writing-studio.php) [studio.php](https://success.uark.edu/academic-initiatives/writing-studio.php)
  + **Using the Libraries -** <https://libraries.uark.edu/services/>

# Course Policies:

* **Tardiness –** Please come to class on time. If you are more than 10 minutes late, do not walk into class. Habitual tardiness will not be accepted.
* **While in Class –** Respect the learning experience of your classmates.
  + Don’t eat. Drinking is fine.
  + You may not record or photograph the professor or lecture slides without explicit, written permission by the professor. Lectures are protected by copyright.
* **Email –** I will be happy to respond to most any question or concern you might have through email, but I cannot treat your email as a text message. It might take some time for me to respond. There is also no guarantee that I will respond on the weekends. **Before emailing me, check the syllabus for any solution to your question.** When emailing, be sure to use the subject line to identify yourself by first & last name and course number. Thanks!
* **Students requiring accommodations**: connect with the Center for Educational Access. Click [here to get started with the CEA.](https://cea.uark.edu/) It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.
* **Inclement Weather –** If the University of Arkansas is closed because of bad weather, class will be canceled.
* **Emergency Procedures –** Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active assailant, or fire can be found at [https://safety.uark.edu/emergency-preparedness](https://safety.uark.edu/emergency-preparedness/)/.
* **Office Hours –** I’d be happy to meet with you throughout the semester, via Zoom is also fine. My hours are Wednesday, 10:30-12:30. You can email me at [jrgage@uark.edu](mailto:jrgage@uark.edu) to let me know you’re coming (or would like to Zoom), or you can just drop in. Alternative times can also be scheduled.
* **Course Evaluations** – Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive. [https://provost.uark.edu/course-](https://provost.uark.edu/course-evaluations.php) [evaluations.php](https://provost.uark.edu/course-evaluations.php)

# Required Readings:

**Books (to purchase, rent, or borrow):**

* Michael L. Oberg & Peter J. Olsen-Harbich, *Native America: A History*, **3rd Edition**
* Brenda Child, *Boarding School Seasons*: *American Indian Families, 1900-1940*

**Articles and Chapters** (available on Blackboard)**:**

* Raymond J. DeMallie, “‘These Have No Ears’: Narrative and the Ethnohistorical Method”
* Leroy Little Bear, “Jagged Worldviews Colliding,” in *Reclaiming Indigenous Voice and Vision*
* Benjamin Madley, “California's Yuki Indians: Defining Genocide in Native American History”
* Jean M. O’Brien and Lisa Blee, “What is a Monument to Massasoit Doing in Kansas City? The Memory Work of Monuments and Place in Public Displays of History”
* Jeffrey Ostler, “Settler Colonialism,” in *The Cambridge History of America and the World*
* Jeffrey Ostler, “’To Extirpate the Indians’: An Indigenous Consciousness of Genocide in the Ohio Valley and Lower Great Lakes, 1750s–1810”
* Brianna Theobald, “Nurse, Mother Midwife: Susie Walking Bear Yellowtail and the Struggle for Crow Women's Reproductive Autonomy”
* **Optional, Helpful Textbook on American History**: [*The American Yawp*](https://www.americanyawp.com/)

**Suggested Readings and Primary Sources:** See Below and the full list on Blackboard

**Additional Materials**: See Blackboard

# Class Schedule

**Week 1 – Read** *Native America: A History*, Ch. 1

* **Aug. 19**: Introduction
  + **Explore**: “[Native Land](https://native-land.ca/)”
  + **Explore**: “[Invasion of America](https://usg.maps.arcgis.com/apps/webappviewer/index.html?id=eb6ca76e008543a89349ff2517db47e6)”
* **Aug. 21**: Before 1492
  + **Read**: Rael, “[’Predatory’ Reading](https://courses.bowdoin.edu/writing-guides/predatory-reading/)”
  + **Read**: Wineburg, “Why Historical Thinking is Not about History”
  + **Read**: “What Can You Do with a History Major?”
* **Read**: Sterns, “[Why Study History? Revisited](https://www.historians.org/research-and-publications/perspectives-on-history/september-2020/why-study-history-revisited)”
* **Aug. 23**: Worlds Collide

**Week 2 – Read** *Native America: A History*, Ch. 2-3

* **Aug. 26**: Worlds Collide II
  + **Read**: Leroy Little Bear, “Jagged Worldviews Colliding”
  + **Read**: Rael, “[How to Read a Primary Source](https://courses.bowdoin.edu/writing-guides/)”
  + **Read**: Rael, “[How to Read a Secondary Source](https://courses.bowdoin.edu/writing-guides/how-to-read-a-secondary-source/)”
  + **Read**: “[All About Precis Writing](https://web.ics.purdue.edu/%7Epbawa/421/precis%20writing.htm)”

Suggested Readings: Tuhiwai Smith, *Decolonizing Methodologies*

Suggested Primary Sources: General Assembly of the UN, “Declaration on the Rights of Indigenous Peoples” (2007)

John Norton, Iroquois Creation Story (c. 1816)

Chiefs of the Six Nations, The Laws of the Confederacy

* **Aug. 28**: First Encounters
  + **Read**: “[Rethinking the Early American Map](https://earlyamericanists.com/2013/12/18/rethinking-the-early-american-map/)”
  + **Read**: “[Why did Pocahontas Captivate People…](https://americanindian.si.edu/americans/%23stories/queen-of-america)”
* **Aug. 30**: The European Powers (Not Powerful Enough)
  + **Read**: Jeffrey Ostler, “Settler Colonialism”

**Week 3 – Read** *Native America: A History*, Ch. 3

# Sept. 2: NO CLASS, LABOR DAY!

* **Sept. 4**: New England Battle Grounds
  + **Read**: Jean M. O’Brien and Lisa Blee, “What is a Monument to Massasoit Doing in Kansas City?”

Suggested: William Cronon, *Changes in the Land*

Lisa Brooks, *Our Beloved Kin: A New History of King Philip's War*

Suggested Primary Sources: Jean de Brébeuf, *The Mission to the Hurons* (1635-37) Chrestien LeClerq, *A Mi’kmaq Questions French “Civilization”* (1677)

* **Sept. 6**: Interactions on the French Frontier

**Week 4 – Read** *Native America: A History*, Ch. 3-4

* **Sept. 9**: A Horse Revolution

Suggested: Michael Witgen, *An Infinity of Nations* Joshua L. Reid, *The Sea is My Country* Kathleen DuVal, *The Native Ground*

* **Sept. 11**: Indian Slavery
  + **Read**: “[Research and Citation](https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.html)” & “[Quoting, Paraphrasing, and Summarizing](https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.html)”
  + **Read**: [The Chicago Manual of Style](https://www.chicagomanualofstyle.org/home.html)

Suggested Primary Sources: Ateawaneto, *Speech Defying the English* (1752) & Christian Frederick Post, *Negotiations with the Delawares* (1758)

* **Sept. 13**: A World-Wide Battle for the Continent

**Week 5 – Read** *Native America: A History*, Ch. 5

* **Sept. 16**: The American Revolution
* Suggested: Paul Kelton, *Cherokee Medicine, Colonial Germs*

Suggested Sources: Pontiac, an Ottawa chief, voicing the proclamations of the Mast of Life (1763)

*An Oneida Declaration of Neutrality* (1775)

Henry Stuart, *Report from Cherokee Country* (1776)

# Sept. 18: NO CLASS

* **Sept. 20:** Conflicts and Treaties
  + **Read**: Jeffrey Ostler, “’To Extirpate the Indians’”
  + **Explore**: [Pox Americana](https://usg.maps.arcgis.com/apps/webappviewer/index.html?id=2c94e981a6c6485ab0e26bb680e0b063)
  + **Explore**: [IDA Treaties Explorer](https://digitreaties.org/treaties/)

Suggested Documents: Western Indians, Message to Commissioners of the United States (1793)

**Week 6 – Read** *Native America: A History*, Ch. 6

* **Sept. 23**: Into the 19th Century
  + **Read**: Robert Lee, “[The True Cost of the Louisiana Purchase](http://www.slate.com/articles/news_and_politics/history/2017/03/how_much_did_the_louisiana_purchase_actually_cost.html)”
* **Sept. 25**: Tecumseh and Tenskwatawa,

Suggested: Gregory Evans Dowd, *A Spirited Resistance*

Suggested Primary Sources: Tecumseh’s Speech to the Osages (Winter 1811-12)

* **Sept. 27**: The War of 1812
* **DUE**: Primary Source Project Proposal

**Week 7 – Read** *Native America: A History*, Ch. 6-7

* **Sept. 30**: The “Indian Problem”
* **Oct. 2**: Cherokees, the Supreme Court, and Indian Law
* **Oct. 4**: Eastern Removal
  + **Read**: “[Trail of Tears: Not What You Think. Not Even Close](https://americanindian.si.edu/americans/%23stories/the-removal-act)” Suggested: Claudio Saunt, *Unworthy Republic*

Suggested Primary Sources: Cherokee Women, *Petition* (May 2, 1817 & June 30, 1818)

*Petition from the Women of Steubenville, Ohio* (1830)

**Week 8 – Read** *Native America: A History*, Ch. 7

* **Oct. 7**: The Multicultural West
* **Oct. 9**: Invaders from the East
  + **Read**: Benjamin Madley, “California’s Yuki Indians”
  + **Explore**: “[Mapping the Upper Missouri](https://www.mappingtheuppermissouri.com/)”

“[Mapping Chicagou-Chicago](https://settlercolonialcityproject.org/Mapping-Chicagou-Chicago)” Suggested: Ned Blackhawk, *Violence over the Land*

Brian DeLay, *War of a Thousand Deserts*

Benjamin Madley, *An American Genocide*

# Oct. 11: EXAM #1

**Week 9 – Read** *Native America: A History*, Ch. 7-8

# Oct. 14: NO CLASS, FALL BREAK!

# Oct. 16: Contested Plains

Suggested: Elliott West, *The Contested Plains*

* **Oct. 18**: The American Civil War and the Dakota War
  + **Read**: Megan Kate Nelson, ”[The Civil War Wasn't Just About the Union and the](https://time.com/5781480/three-cornered-war-excerpt/) [Confederacy. Native Americans Played a Role Too](https://time.com/5781480/three-cornered-war-excerpt/)”
  + **Explore**: “[The US-Dakota War](https://www.arcgis.com/apps/Cascade/index.html?appid=9d6c332e732347239a505f5b104a79d8)

**Week 10 – Read** *Native America: A History*, Ch. 7-8

* **Oct. 21**: Massacres: Bear River, the Long Walk, & Sand Creek

# DUE: Annotated Bibliography

* **Oct. 23**: Americanizing the West 1864-68
  + **Begin Reading**: Child, *Boarding School Seasons*

# Oct. 25: NO CLASS, Research Day

* + **Read**: Rael, “[How to Ask Good Questions](https://courses.bowdoin.edu/writing-guides/how-to-ask-good-questions/)”
  + **Read**: Raymond J. DeMallie, “‘These Have No Ears’”

**Week 11 – Read** *Native America: A History*, Ch. 8

* **Oct. 28**: Americanizing the West 1864-68
  + **Explore**: “[Land-grab Universities](https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities)”; “[Landgrabu.org](https://www.landgrabu.org/)” Suggested: Alaina E. Roberts, *I Have Been Here All the While*
* **Oct. 30**: Solving the “Indian Problem”
  + **Explore:** [On the Trail of the North American Bison](https://thebuffalotrail.maps.arcgis.com/apps/Cascade/index.html?appid=1806faa8349048c891576d4a83a7a8ac)
* **Nov. 1**: Battles for Land
  + **Read: “**[The Indians Win](https://americanindian.si.edu/americans/%23stories/the-indians-win)”

Suggested Sources: Iron Shell, Brulé Lakota, *“We want you to take away the forts from the country.”* (April 28, 1868)

Excerpts from Sarah Winnemucca, *Life Among the Paiutes*

**Week 12** – **Read** *Native America: A History*, Ch. 8

# Nov. 4: NO CLASS, Research Day

* **Nov. 6**: **NO CLASS, Research Day**
* **Nov. 8**: The Last Indian Wars

Suggested: Cathleen Cahill, *Federal Fathers and Mothers*

Jeffrey Ostler, *The Plains Sioux and U.S. Colonialism from Lewis and Clark to Wounded Knee*

Suggested Primary Sources: Chief Joseph, *An Indian’s View of Indian Affairs* (1879)

**Week 13 – Read** *Native America: A History*, Ch. 8

* **Nov. 11**: Resisting Reservation Life
* **Nov. 13**: Americanization and Indian Education
* **Read**: Merrill E. Gates, From the Seventeenth Annual Report of the Board of Indian Commissioners (1885) & Carlos Montezuma, What Indians Must Do (1914), Luther Standing Bear, What a School Could Have Been Established (1933), Zitkala-Ša, The
* Melancholy of Those Black Days (1921), Souvenir Pamphlet for the Carlisle Indian School (1895)
* **Nov. 15**: Mobility

Suggested: C. Joseph Genetin-Pilawa, *Crooked Paths to Allotment*

**Week 14 – Read** *Native America: A History*, Ch. 8-9

* **Nov. 18**: The Push Against Allotment
  + **Explore**: “[Native American Networks](https://nativeamericannetworks.com/)”
* **Nov. 20**: The Ghost Dance and into the 20th Century

Suggested: Kiara M. Vigil, *Indigenous Intellectuals: Sovereignty, Citizenship, and the American Imagination, 1880-1930*

Suggested Primary Sources: White Swan to Sen. Henry Dawes, August 8, 1890 Running Bull, et al. to Commissioner of Indian Affairs, Nov. 1889 Masse-Hadjo to the Chicago Tribune, Dec. 6, 1890

Porcupine's Testimony of His Visit to See Wovoka, July 1890 "Indian Messiah Craze," New York Times, Nov. 11, 1890

Sky Bull to Spencer, Consequences of Soldiers Presence, Dec. 26, 1890

* **Nov. 22**: The Indian New Deal
* **DUE**: Primary Source Project

**Week 15 – Read** *Native America: A History*, Ch. 9

* **Nov. 25**: Post War Contradictions
  + **Reading Discussion:** Child, *Boarding School Seasons* and Theobald, “Nurse, Mother Midwife: Susie Walking Bear Yellowtail”

Suggested: Liza Black, *Picturing Indians: Native Americans in Film, 1941-1960*

Philip Deloria, *Indians in Unexpected Places*

Andrew H. Fisher, *Shadow Tribe*

Suggested Sources: John Collier, An *“Indian Renaissance,”* from the Annual Report of the Commissioner of Indian Affairs (1935)

Robert Burnette and John Koster, *A Blueprint for Elected Tyranny* (1974)

# Nov. 27: NO CLASS, Thanksgiving!

* **Nov. 29**: **NO CLASS, Thanksgiving!**

**Week 16 – Read** *Native America: A History*, Ch. 9-10

* **Dec. 2**: Fighting for Self-Determination
  + **Read**: Vine Deloria, Ch. 3, Ch. 8 & 10

Suggested: George Pierre Castile, *To Show Heart: Native American Self-Determination and Federal Indian Policy, 1960-1975*

Suggested Primary Sources: Clyde Warrior, *“We Are Not Free”: From Testimony before the President’s National Advisory Commission on Rural Poverty* (1967)

Indians of All Tribes, *Proclamation to the Great White Father and to All His People* (1969)

* **Dec. 4**: 1970s-2000s
* Suggested: Andrew Needham, Power Lines: Phoenix and the Making of the Modern Southwest

Donald Fixico, The Invasion of Indian Country in the Twentieth Century: American Capitalism and Tribal Natural Resources

Dewi Ioan Ball, *The Erosion of Tribal Power: The Supreme Court's Silent Revolution*

Alexandra Harmon, *Reclaiming the Reservation: Histories of Indian Sovereignty Suppressed and Renewed*

Suggested Documentary: *Defend the Sacred*, <https://vimeo.com/190403297>

# FINAL EXAM: Wednesday, December 11, 10:15 AM – 12:15 PM

**THE PROFESSOR RESERVES THE RIGHT TO MAKE ANY NECESSARY CHANGES TO THE SYLLABUS AND COURSE POLICY DURING THE SEMESTER. CHANGES MAY ONLY BE ANNOUNCED IN CLASS.**

**HIST 3383: Arkansas and the Southwest**

Professor Michael Pierce 508 Old Main

575-6760

[mpierce@uark.edu](mailto:mpierce@uark.edu)

**Office hours:**

Tuesdays and Thursdays from 10:00 am until 11:30.

**Course Description:**

Arkansas and the Southwest traces the political, social, and cultural history of Arkansas from its first human settlement through the modern era. It also attempts to locate the state’s development within broader regional and national contexts.

Please note: History majors cannot count credit from both HIST 3383 and HIST 4583 towards their departmental course requirements.

**Readings:**

Jeannie Whayne et al., *Arkansas: A Concise History* (available for $18.99 as an e-book; $24.95 for paper version).

Shorter readings—mostly primary documents—are posted on Blackboard or available through Mullins Library’s website.

**Disclaimer:**

The instructor reserves the right to make any changes to this syllabus. All changes will be announced in class.

**Structure of Class**

The general pattern of the class is that Mondays and Wednesdays will be lectures days with some discussion sprinkled in. Fridays, at least most of them, will be for more formal discussions based on the specific readings.

**Attendance and Participation:**

See above. I expect most students to be prepared and in-class every day. 20% of the grade is participation. Participation means answering questions, asking thoughtful questions, and engaging with other students.

**Enrollment:**

Enrolling officially and on time is solely the responsibility of the student.

**Exams:**

Exams will be take-home There will be a midterm and a comprehensive final. Each will consist of two essay questions. The midterm is Friday, March 8 in class. There will be no discussion session that week. The final is Wednesday, May 8, 2024, at 8:00 am.

**Document Analysis Project (September 25):**

This project is based on your reading of two documents from Arkansas’s secession crisis. The first is from a public meeting in Hempstead County held right after Lincoln’s election in 1860. The second is a set of resolutions passed by the state’s secession convention in March 1861. Use these documents to explain why Arkansans were upset by Lincoln’s election and what steps they demanded in order to stay in the Union. In other words, what were the issues that drove Arkansas’s secession?

**Research Project (October 23):**

I will provide you with a set of primary documents—mostly newspaper accounts—pertaining to the lynching of Henry Lowery in Mississippi County in 1921. You are to use these documents not only to write an account of what happened and why but also to discuss why such accounts of racial violence are crucial for understanding Arkansas history. The final project should be between eight and ten pages in length. More about this paper over the course of the semester.

**Grading:**

Document Analysis Project due Wednesday, September 25 (paper copy in class): 15% Midterm—Monday October 7: 15%

Research Project due Wednesday, October 23 (paper copy in class): 25% Final Exam—Monday, December 7 at 3:00 pm: 25%

Participation: 20%

**Grade Grievances:**

If a student is unhappy with a grade and wants the grade to be reconsidered, he/she is required to hand in a typed one-page paper detailing the reasons why the student considers the assignment to have been wrongly graded along with the graded assignment. The grievance has to be turned in within three school days of when the assignment is returned. Students who are absent when assignments are returned will not be given extra time.

**Further Notes:**

Students with disabilities and those for whom English is a second language should inform me as soon as possible. Do not arrive late. It is disruptive, inconsiderate, and rude.

Turn off all cell phones at the beginning of class. Texting during class will test the instructor’s patience and may result in the type of group punishment that will transform you into a pariah and undermine any possibility of finding happiness on this earth.

Students are not to use laptops or tablets in class. Not only can they be a distraction, but research shows that they are detrimental to student success. I recommend that students take notes with pen and paper and then later type them out on a computer.

Students are expected to familiarize themselves with, and abide by, the university’s policy on academic honesty (<http://provost.uark.edu/>). Students who try to pass off other people’s words or ideas as their own will be found out. All cases of suspected plagiarism will submitted to University authorities who will determine guilt. I will recommend that those who are judged guilty receive a failing grade for the course.

State common law and federal copyright law protect my syllabus and lectures. Whereas you are authorized to take notes in class thereby creating derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to record my lectures, to provide your notes to anyone not enrolled in this course, or to make any commercial use of them without expressed, prior permission from me. Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class. To be clear, no class notes may be sold or made available for any commercial use.

# Emergency Procedures:

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at **emergency.uark.edu**.

# Severe Weather (Tornado Warning):

* Follow the directions of the instructor or emergency personnel
* Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
* If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
* Stay in the center of the room, away from exterior walls, windows, and doors

# Violence / Active Shooter (CADD):

* **CALL-** 9-1-1
* **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
* **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it’s safe.
* **DEFEND-** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

**Schedule of Lectures and Readings**

**Week One (August 19-23): Prehistory and Spanish Contact Whayne et al., Chapter 1-2**

**Week Two (August 26-30): France in the New World and Mississippi Valley Text: Whayne et al., Chapters 3**

**Week Three (September 2-6): Colonial Arkansas Text: Whayne et al., Chapters 4-5**

**No Class 9/2 (Labor Day)**

**Reading for Wednesday discussion: Primary document, *The La Salle Expedition to Texas: The Journal of Henri Joutel, 1684-1687* (Austin: Texas Historical Association, 1998), pp. 251-281 (Blackboard).**

**Week Four (September 9-13): U.S. Takeover Text: Whayne et al., Chapter 6**

**Readings for Wednesday discussion: “December 1804,” in Trey Berry et al., *The Forgotten Expedition, 1804-1805, The Louisiana Purchase Journals of Dunbar and Hunter* (Baton Rouge: Louisiana State University Press, 2006), 91-156 (Blackboard).**

**Week Five (September 16-20): Early Arkansas Text: Whayne et al., Chapters 7, 8**

**Readings for Wednesday discussion: Documents related to Nelson Hackett (Blackboard)**

**Week Six (September 23-27): Sectional Crisis and Secession**

**Text: Whayne et al., Chapter 9; Document Analysis Project due September 25**

**Reading for Wednesday discussion: “Proceeding of a Public Meeting Held in Hempstead County, Arkansas” (Blackboard); “Resolutions Passed by the Convention of the People of Arkansas, On the 20th day of March, 1861,” (**[**https://encyclopediaofarkansas.net/media/resolutions-defending-slavery-7352/**](https://encyclopediaofarkansas.net/media/resolutions-defending-slavery-7352/) **)**

**Week Seven (September 30-October 4): Civil War Text: Whayne et al., Chapter 10-11**

**Readings for 3/2 discussion: Alfred Hearn to Sallie Spence Hearn, April 20, 1864, in *“All Cut to Pieces and Gone to Hell”: The Civil War, Race Relations, and the Battle of Poison Spring*, ed. Mark K. Christ (Little Rock: August House, 2003), 99-106; Gregory J. W. Urwin, “‘Cut to Pieces and Gone to Hell’: The Poison Spring Massacre,” *North & South* 3 (August 2000): 45-57 (both on Blackboard).**

**Week Eight (October 7-11):**

**Midterm on October 7 in class**

**No Class on October 9 (professor at conference)**

**Week Nine (October 14-18): Long Reconstruction Text Whayne et al., Chapter 12**

**No Class on October 14 (Fall Break) No Discussion**

**Week Ten (October 21-25): Progressive Era and the Great War**

**Text: Whayne et al., Chapter 13; Research Project Due October 23**

**Week Eleven (October 28-November 1): Depression and New Deal**

**Materials for Wednesday discussion: Howard Kester, “The Heritage of the Sharecropper” in Revolt Among the Sharecroppers (1936; reprint, Knoxville: University of Tennessee Press, 1997), 17-35 (Blackboard).**

**Week Twelve (November 4-8): World War II and Modernity Text: Whayne et al., Chapter 14**

**Readings for Wednesday discussion: V. O. Key, “Arkansas: Pure One-Party Politics,” in**

***Southern Politics in State and Nation* (New York: Knopf, 1949), 183-204.**

**Week Thirteen (November 11-15): Civil Rights and the Central Crisis Text: Whayne et al., Chapter 15**

**Readings for Wednesday discussion: Daisy Bates, *Long Shadow of Little Rock: A Memoir* (1962; reprint, Fayetteville: University of Arkansas Press, 1986), all (**[**https://ebookcentral.proquest.com/lib/uark-ebooks/detail.action?docID=2007631**](https://ebookcentral.proquest.com/lib/uark-ebooks/detail.action?docID=2007631) **)**

**Week Fourteen (November 18-22): Northwest Arkansas’s Economic Miracle Text: Whayne et al., Chapter 16**

**Readings for 4/26 discussion: Bethany E. Moreton, “It Came from Bentonville: The Agrarian Origins of Wal-Mart Culture,” in *Wal-Mart: The Face of Twenty-First-Century Capitalism*, ed. Nelson Lichtenstein (New York: New Press, 2006); Steve Striffler, "Inside a Poultry Processing Plant: An Ethnographic Portrait," *Labor History* 43 (Fall 2002): 305-313.**

**Week Fifteen (November 25-29): Decline of New Deal/Great Society-style Liberalism Week Sixteen (December 2-6): Republican Ascendancy**

**Final Exam—Monday, December 7, 2024 at 3:00 pm.**

**APPENDIX F**

**University of Arkansas/District MOU**



**Agreement**

**for Educator Preparation Programs’ Observation, Practicum, and Full-Time Internship Placements between the**

**University of Arkansas**

**And School District Name Effective October 2023**

**AGREEMENT**

Board of Trustees of the University of Arkansas, acting for and on behalf of the University of Arkansas, Fayetteville -- Educator Preparation Programs (“University”), and Springdale Public Schools (“District”) agree to a collaboration in field experience for pre-service teacher candidates. Placements in this district may include student teacher candidates of all grade levels and subject areas, full-time internship experiences, practicum assignments with varying degrees of student interaction, and general course observations.

# Term of Agreement

This agreement shall be in effect for a period of one year, beginning July 1 of the calendar year executed through June 30 of the following year. The parties shall discuss any desired changes to the Agreement that UA or District may propose. This Agreement shall automatically renew unless one party notifies the other of the intent not to renew by April 30. Further, either party may terminate this Agreement at any time, provided that the parties will use their best efforts to allow any students to complete existing placements, subject to all other terms and conditions of this Agreement.

# Full-Time Internship Placements

1. **The University will:**
   1. Provide district with the following information no less than ten (10) days before the internship begins:
      1. Name and contact information of the student(s)
      2. Dates and hours of the assignment(s)
      3. Each student’s academic class designation
      4. Philosophy, purpose, and learning objectives
   2. Ensure all interns have completed any and all background checks required by District prior to beginning the internship.
   3. Prepare and make available to interns and placements sites a handbook which includes all policies and procedures of the internship program(s).
   4. Name a contact person who is responsible for carrying out the requirements of this agreement [with respect to interns from each degree program].
   5. Maintain communication with district, administration, and mentor teachers as appropriate, including providing a primary contact for any concerns or issues regarding placements.
   6. Provide training to mentor teachers prior to the beginning of the school year.
   7. Provide each intern a set number of observations by a University-appointed supervisor as agreed upon by the University and District.
   8. Ensure written feedback is provided to the intern by the University-appointed supervisor after any and all observations.

# District will:

* 1. Provide a list of potential mentor teachers to the University when requested.
  2. Provide each intern with an orientation to the school and its policies and procedures upon arrival.
  3. Provide classroom space, staffing, materials and necessary access to facilities for the

completion of the intern’s educational experiences

* 1. Provide each intern with a mentor teacher who holds appropriate credentials and has accepted the responsibility of serving as a mentor.
  2. Name a contact person who is responsible for carrying out the requirements of this agreement.
  3. Return this MOU to the Director of Field Placement, Peabody 109, University of Arkansas, Fayetteville, AR 72701.

# Shared Expectations of UA and District Regarding Full-Time Internships:

* 1. Mentor teachers will provide continuing verbal and written feedback to interns.
  2. Mentor teachers will allow a minimum of one student-designed unit to be implemented during the rotation.

# Practicum and Observation Placements

1. **The University will:**
   1. Contact the designated placement coordinator prior to the beginning of each semester to request practicum/observation placements in their district or at their school. .
   2. Require all students to successfully complete a background check through the Arkansas Department of Education prior to beginning Practicums.
   3. Require students to request placements through the Office of Teacher Education instead of contacting schools individually.

# District will:

* 1. Permit pre-service teacher candidates to conduct observations/practicums in their schools.
  2. Provide a list of potential host teachers for observations/practicums when contacted.

# Shared Expectations of UA and District Regarding Practicums and Observations:

* 1. Host teachers are willing to have pre-service teacher candidates observe their classroom.
  2. Host teachers will provide verbal and/or written feedback when requested.
  3. Pre-service teacher candidates can complete observations required for specific course assignments as long as they do not disturb the educational environment in the classroom or school.

# Shared Expectations for All Student Placements

1. UA and District agree to work together to make changes, when possible, when the initial match is not satisfactory to the mentor or the intern, however, such modifications are intended to be limited.
2. UA and District shall notify each other and discuss concerns with any placement that may arise; when possible, they will seek to develop mutually acceptable solutions that will allow participating students to continue and complete placements. However, both UA and District reserve the right to terminate a placement at any time if deemed necessary in the best interest of UA, District or the participating student, including, but not limited to, where the student’s achievement, competence, progress, or adjustment, does not warrant continuation in the placement, or the student’s behavior fails to conform with the applicable policies of UA or District.
3. Students in placements are not employees of either party and are not entitled to workers compensation coverage.

# Aspiring Teacher Permit Applicants

1. **The University will:**
   1. Provide a University instructional supervisor who will serve as the official liaison to the designated building and ensure that the requirements of the internship are met for graduation.

# The University instructional supervisor will:

* 1. Clarify the internship procedures and expectations to the intern and the mentor teacher.
  2. Establish and maintain correspondence and regular visits with designated building.
  3. Visit the designated building at least twice.
  4. Time the visits to designated building to provide the greatest feedback.
  5. Solicit regular feedback from the mentor teacher and the intern regarding the success of the internship.
  6. Keep records of weekly and final evaluations and lesson plans for the internship.
  7. Be responsible for filing paperwork with the University upon completion of the internship.

# Springdale Public Schools will:

* 1. Provide a mentor teacher/lead teacher who meets the mentorship and training qualifications for the Aspiring Teacher Permit.
  2. Recommend Aspiring Teacher Permit Applicant for employment as the teacher of record in the appropriate licensure area.
  3. Provide regular support and mentorship to the Aspiring Teacher Permit Applicant.
  4. Provide the Aspiring Teacher Permit Applicant the opportunity to observe teaching practices and teach at both the 6th – 8th and 9th – 12th grade levels.
  5. Provide the Aspiring Teacher Permit Applicant the opportunity to co-teach with the mentor teacher/lead teacher.
  6. Communicate regularly with the University instructional supervisor regarding the progress and success of the Aspiring Teacher Permit Applicant.
  7. Allow the University instructional supervisor to complete the required number of observations required by the University.
  8. Immediately communicate with the University instructional supervisor of any issues that arise.
  9. Recognize that the Aspiring Teacher Candidate Applicant is being hired as the teacher of record in the designated building and is not an employee of the University, and all obligations of employment including employment supervision, compensation, tax compliance, and liability related to employment shall the sole responsibility of Springdale Public Schools.

1. **The mentor teacher/lead teacher will:**
   1. Complete all training required to serve in the lead teacher role as outlined by the requirements of the Aspiring Teacher Permit.
   2. Review the internship manual and other paperwork from the University.
   3. Create a regular meeting schedule with the Aspiring Teacher Permit Applicant and the University instructional supervisor.
   4. Share knowledge about the classroom environment to assist the Aspiring Teacher Permit Applicant in preparing the appropriate teaching strategies.
   5. Communicate daily progress and suggestions for improvement to the Aspiring Teacher Permit Applicant.
   6. Complete weekly performance ratings and forward them to the University instructional supervisor.
   7. Explain teaching methods and why they are used.
   8. Immediately communicate any problems or concerns to the University instructional supervisor.
   9. Complete final formative and summative evaluation of the Aspiring Teacher Permit Applicant and discuss the evaluations prior to sending them to the University instructional supervisor.
   10. Forward the formative and summative evaluations to the University instructional supervisor immediately following the final day of the internship.

# Mentor Teacher Compensation

1. **The University will:**
   1. When applicable to a given program, collect a fee from UA student interns with the express purpose of the district using the fee money to provide stipends to mentor teachers mentoring those interns, and for the district to cover costs directly associated with the internship program (administrative overhead, tax withholdings, intern name tags, intern professional development, supplies, etc.)
   2. Send a list of mentor teachers detailing the amount owed to them based on mentoring activities conducted during the academic year, as well as the amount to be used for purposes directly related to the internship program. This will be sent to the district office by June 1 at the conclusion of each school year.
   3. Send a check accompanying the list of mentor teachers to cover the cost of directly compensating mentor teachers, as well as costs directly related to the internship program.

# District will:

* 1. Deposit the check and disburse to mentor teachers in the amounts indicated on the provided list, less any required tax withholdings.
  2. Use the remaining amounts for purposes directly related to the internship program (see examples above).
  3. Account for and remit any tax withholdings as required by law.

# Substitute Teaching

1. A teacher candidate shall only be used as a substitute teacher if that candidate has demonstrated the ability to successfully assume full teaching responsibilities, as determined by both the mentor and the university faculty liaison/supervisor.
2. A teacher candidate shall be authorized to substitute only for his/her currently assigned mentor teacher. Any exception to this must be pre-approved by the University Office of Teacher Education and the District.
3. The teacher candidate shall not serve as a long-term substitute during the internship period, unless pre-approved by the student’s academic program and the University Office of Teacher Education.
4. While substituting, the teacher candidate is not serving in an internship capacity. Hours spent substitute teaching do not count toward the state-required 420 internship hours. The school

district, and/or the district’s contractor, shall assume full responsibility for directing the work of the teacher candidate(s), consistent with district policies and arrangements concerning substitute teachers.

1. When employed as a substitute teacher, the teacher candidate shall be paid at the appropriate substitute teacher rate.

# Sexual Harassment

District agrees to promptly address any reports of sexual harassment, sexual assault, domestic violence, dating violence or stalking committed by or against Students or University Faculty. District shall promptly notify University of any such reports and shall cooperate with any review of such matters conducted by the University.

# Additional obligations of District:

District shall provide or obtain emergency treatment in the event of accident or illness to students while at a placement site participating in a placement under this Agreement, such care to be provided at students’ expense.

# General Provisions

1. The parties acknowledge that student educational records are protected by the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232, 34 CFR Part 99, and that generally student permission must be obtained before releasing student-specific data to anyone other than the University.
2. This Agreement shall be executed by authorized representatives of UA and District. This Agreement may be executed in one or more counterparts, each of which shall be an original. This Agreement may be executed by facsimile or e-mail attachment.
3. The relationship of UA and District is that of independent contractors, and nothing in this Agreement should be construed to create any agency, joint venture, or partnership relationship between them.
4. In the event of litigation against either party connection with a student placement, the parties agree to cooperate in the investigation of such claims and provide such information as required in the defense of any claims.
5. University and District agree that District is not responsible for any Workers’ Compensation or disability claim filed by a student or by a University faculty member. Students are not employees of University or District and are not covered by Workers’ Compensation.

Supervising faculty from the University are employees of UA and are covered accordingly

under Workers’ Compensation.

1. The parties agree to comply with all applicable federal, state, local, and university laws, ordinances and rules, and specifically agree not to unlawfully discriminate against any individual on the basis of race, color, religion, sex, age, disability, sexual orientation, gender identity, veteran’s status, national origin or any other basis protected under Federal or state law.
2. This Agreement is solely between UA and District and shall not create any rights in any third party.
3. This Agreement shall be governed by the laws of the State of Arkansas.

**IN WITNESS WHEREOF,** this Agreement is hereby agreed to as the date last signed by authorized representatives of District and University.

|  |  |
| --- | --- |
| **UNIVERSITY:** | **DISTRICT:** |
| Acknowledged by: | Approved and Accepted by: |
| BOARD OF TRUSTEES OF THE UNIVERSITY OF ARKANSAS ACTING FOR AND ON BEHALF OF THE UNIVERSITY OF ARKANSAS, FAYETTEVILLE |  |
| by (Signature) | by (Signature) |
| JL Jennings  (Printed Name) | (Printed Name) |
| Director of Field Placement  (Title) | (Title) |
| (Date) | (Date) |

|  |
| --- |
| by Associate Dean for Administration  College of Education and Health Professions University of Arkansas |
| (Date) |
| **Approved by:** |
| by Provost and Executive Vice Chancellor for Academic Affairs  University of Arkansas |
| (Date) |

**Please name the contact person responsible for carrying out this agreement for the District:** Name: Position: Phone: Email: