Western Carolina University
Department of History
Response to Program Review Standards, 2011-12

Tables and Appendices

Tables

Table 1  Student Load By Program
Table 2  History Department Declared Majors, 2007-2012
Table 3  Time to Degree
Table 4  Faculty Profile
Table 5  Applications and Admits
Table 6  Faculty FTE and SCH Productions
Table 7  Course Offerings and Mean Class Size
Table 8  Admissions Data
Table 9  Student Demographics

Appendices

Appendix 1-1  Quality Enhancement Plan (QEP)
Appendix 2-1  Strategic Plan, 2010
Appendix 3-1  Catalog Descriptions, Check Sheets, and 8- Semester Plan
Appendix 3-2  Assessment Plans
Appendix 3-3  Annual Assessment Reports
Appendix 4-1  Collegial Review Document
Appendix 6-1  Department Meeting Minutes
Appendix 6-2  2011-2012 Committee Assignments
Appendix 7-1  Library Resources
Table 1 – Student Load by Program

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer II</td>
<td>Fall</td>
<td>Spri ng</td>
<td>Summ er I</td>
<td>Summer II</td>
<td>Fall</td>
<td>Spri ng</td>
<td>Summ er I</td>
<td>Summer II</td>
<td>Fall</td>
<td>Spri ng</td>
<td>Summ er I</td>
<td>Summer II</td>
<td>Fall</td>
<td>Spri ng</td>
<td>Summ er I</td>
<td>Summer II</td>
<td>Fall</td>
<td>Spri ng</td>
<td>Summ er I</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Environmental</td>
<td>0</td>
<td>18</td>
<td>9</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Science Majors</td>
<td># Courses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Avg Section</td>
<td>1.0</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Enrollment</td>
<td>0.00</td>
<td>3.50</td>
<td>0</td>
<td>0.00</td>
<td>4.00</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>GSMT CRST CESS2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td># Courses</td>
<td>0</td>
<td>0</td>
<td>0.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Avg Section</td>
<td>1.0</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Enrollment</td>
<td>0.00</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>GSMA AMHI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td># Courses</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Avg Section</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Enrollment</td>
<td>0.00</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>GSMA ENGL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td># Courses</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Avg Section</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Enrollment</td>
<td>0.00</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>GSMA HIST</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>0</td>
<td>3</td>
<td>120</td>
<td>105</td>
<td>6</td>
<td>12</td>
<td>141</td>
<td>121</td>
<td>0</td>
<td>19</td>
<td>20</td>
<td>0</td>
<td>195</td>
<td>0</td>
<td>56</td>
<td>22</td>
<td>215</td>
<td>0</td>
<td>51</td>
<td>216</td>
</tr>
<tr>
<td></td>
<td># Courses</td>
<td>1</td>
<td>6.5</td>
<td>5.5</td>
<td>0</td>
<td>1</td>
<td>4.5</td>
<td>5.5</td>
<td>0</td>
<td>2</td>
<td>7</td>
<td>9.5</td>
<td>0</td>
<td>5.5</td>
<td>7.5</td>
<td>8</td>
<td>0</td>
<td>3</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Avg Section</td>
<td>5.0</td>
<td>7.0</td>
<td>5.5</td>
<td>0</td>
<td>4.5</td>
<td>7.0</td>
<td>5.5</td>
<td>0</td>
<td>6.5</td>
<td>6.5</td>
<td>0</td>
<td>0</td>
<td>6.5</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrollment</td>
<td>1.00</td>
<td>4.27</td>
<td>0</td>
<td>0.00</td>
<td>1.00</td>
<td>7.60</td>
<td>7</td>
<td>0.00</td>
<td>2.33</td>
<td>70</td>
<td>0</td>
<td>0.00</td>
<td>2.17</td>
<td>67</td>
<td>0</td>
<td>0.00</td>
<td>3.67</td>
<td>5.60</td>
<td>0.00</td>
</tr>
<tr>
<td>GSMAED CCAS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>0</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td># Courses</td>
<td>0</td>
<td>0.5</td>
<td>0.5</td>
<td>0</td>
<td>0.5</td>
<td>0</td>
<td>0</td>
<td>0.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Histories: 0.00
<table>
<thead>
<tr>
<th>Course</th>
<th>Student</th>
<th>Enrollment</th>
<th>Avg Section</th>
<th>0.00</th>
<th>1.00</th>
<th>3.00</th>
<th>0.00</th>
<th>0.00</th>
<th>0.00</th>
<th>0.00</th>
<th>0.00</th>
<th>0.00</th>
<th>0.00</th>
<th>0.00</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>2.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong># Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Avg Section</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>GSMAED CESS</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>4.00</td>
<td>0.00</td>
<td>14.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>33.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong># Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Avg Section</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>GSMA TESIS</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>4.00</td>
<td>0.00</td>
<td>4.50</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong># Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Avg Section</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>GSMA MGSS</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>4.00</td>
<td>0.00</td>
<td>4.50</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>4.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong># Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Avg Section</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>GSMA TESO</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3.00</td>
<td>0.00</td>
<td>34.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong># Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Avg Section</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>GSNON SPEC2</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3.00</td>
<td>0.00</td>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong># Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Avg Section</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>GSPB CKST</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3.00</td>
<td>0.00</td>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong># Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Avg Section</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>ASCER CBNH</strong></td>
<td></td>
<td></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>
Table 2 – History Department Declared Majors, 2007-2012

<table>
<thead>
<tr>
<th>Year</th>
<th>UG Unclassified</th>
<th>UG Lower Division</th>
<th>UG Upper Division</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>3</td>
<td>137</td>
<td>134</td>
<td>19</td>
</tr>
<tr>
<td>2008-2009</td>
<td></td>
<td>112</td>
<td>138</td>
<td>22</td>
</tr>
<tr>
<td>2009-2010</td>
<td></td>
<td>191</td>
<td>122</td>
<td>31</td>
</tr>
<tr>
<td>2010-2011</td>
<td></td>
<td>141</td>
<td>134</td>
<td>35</td>
</tr>
<tr>
<td>2011-2012</td>
<td></td>
<td>123</td>
<td>150</td>
<td>34</td>
</tr>
</tbody>
</table>
### Table 3 – Time to Degree

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Average</th>
<th>Median</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-2007</td>
<td>32</td>
<td>4.3</td>
<td>3</td>
<td>2.6</td>
</tr>
<tr>
<td>Summer II</td>
<td>2</td>
<td>3.8</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Fall</td>
<td>12</td>
<td>5.0</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Spring</td>
<td>18</td>
<td>3.9</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>2007-2008</td>
<td>47</td>
<td>4.1</td>
<td>10</td>
<td>2.4</td>
</tr>
<tr>
<td>Summer II</td>
<td>8</td>
<td>3.3</td>
<td>7</td>
<td>2.4</td>
</tr>
<tr>
<td>Fall</td>
<td>16</td>
<td>5.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>23</td>
<td>3.6</td>
<td>3</td>
<td>2.3</td>
</tr>
<tr>
<td>2008-2009</td>
<td>63</td>
<td>4.5</td>
<td>4</td>
<td>2.4</td>
</tr>
<tr>
<td>Summer II</td>
<td>11</td>
<td>5.0</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Fall</td>
<td>23</td>
<td>4.8</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>Spring</td>
<td>29</td>
<td>4.0</td>
<td>1</td>
<td>1.8</td>
</tr>
<tr>
<td>2009-2010</td>
<td>48</td>
<td>3.8</td>
<td>5</td>
<td>3.2</td>
</tr>
<tr>
<td>Summer II</td>
<td>4</td>
<td>4.8</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Fall</td>
<td>13</td>
<td>4.3</td>
<td>2</td>
<td>4.8</td>
</tr>
<tr>
<td>Spring</td>
<td>31</td>
<td>3.5</td>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td>2010-2011</td>
<td>47</td>
<td>4.1</td>
<td>9</td>
<td>3.0</td>
</tr>
<tr>
<td>Summer II</td>
<td>1</td>
<td>4.0</td>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td>Fall</td>
<td>14</td>
<td>5.0</td>
<td>3</td>
<td>2.9</td>
</tr>
<tr>
<td>Spring</td>
<td>32</td>
<td>3.7</td>
<td>4</td>
<td>3.4</td>
</tr>
<tr>
<td>Instructor Name</td>
<td>Employment Status</td>
<td>Rank Modifier</td>
<td>Tenure Status</td>
<td>Gender</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------</td>
<td>---------------</td>
<td>---------------</td>
<td>--------</td>
</tr>
<tr>
<td>Abram, Susan M</td>
<td>Temporary</td>
<td>Adjunct</td>
<td>Not on Tenure Track</td>
<td>Female</td>
</tr>
<tr>
<td>Aderinto, Saheed</td>
<td>Permanent</td>
<td></td>
<td>Not Tenured but on Tenure Track</td>
<td>Male</td>
</tr>
<tr>
<td>Blethen, H T</td>
<td>Permanent</td>
<td>No Modifier</td>
<td>Phased Retirement Program</td>
<td>Male</td>
</tr>
<tr>
<td>Blethen, III, H T</td>
<td>Permanent</td>
<td></td>
<td>Not Tenured but on Tenure Track</td>
<td>Male</td>
</tr>
<tr>
<td>Boulware, William H</td>
<td>Temporary</td>
<td>Adjunct</td>
<td>Not on Tenure Track</td>
<td>Female</td>
</tr>
<tr>
<td>Byerly, Victoria E</td>
<td>Temporary</td>
<td>Adjunct</td>
<td>Not on Tenure Track</td>
<td>Female</td>
</tr>
<tr>
<td>Clement, Victoria S</td>
<td>Permanent</td>
<td>No Modifier</td>
<td>Not Tenured but on Tenure Track</td>
<td>Female</td>
</tr>
<tr>
<td>Conner, Charlotte A</td>
<td>Permanent</td>
<td>No Modifier</td>
<td>Not Tenured but on Tenure Track</td>
<td>Female</td>
</tr>
<tr>
<td>Cruz, Laura E</td>
<td>Temporary</td>
<td>Visiting</td>
<td>Not on Tenure Track</td>
<td>Male</td>
</tr>
<tr>
<td>Culpepper, Linda P</td>
<td>Temporary</td>
<td>Visiting</td>
<td>Not on Tenure Track</td>
<td>Male</td>
</tr>
<tr>
<td>Denson, Andrew C</td>
<td>Permanent</td>
<td>No Modifier</td>
<td>Not Tenured but on Tenure Track</td>
<td>Male</td>
</tr>
<tr>
<td>Dorondo, David R</td>
<td>Permanent</td>
<td>No Modifier</td>
<td>Permanent Tenure</td>
<td>Male</td>
</tr>
<tr>
<td>Engel, Mary E</td>
<td>Temporary</td>
<td>Visiting</td>
<td>Not on Tenure Track</td>
<td>Female</td>
</tr>
<tr>
<td>Fortwendel, Cletus F</td>
<td>Permanent</td>
<td>No Modifier</td>
<td>Not on Tenure Track</td>
<td>Male</td>
</tr>
<tr>
<td>Fortwendel, Jr., Cletus F</td>
<td>Temporary</td>
<td>Visiting</td>
<td>Not on Tenure Track</td>
<td>Female</td>
</tr>
<tr>
<td>Fulcher, Christina L</td>
<td>Permanent</td>
<td>No Modifier</td>
<td></td>
<td>Female</td>
</tr>
</tbody>
</table>

Table 4 – Faculty Profile
<table>
<thead>
<tr>
<th>Name</th>
<th>Tenure</th>
<th>Modifier</th>
<th>Tenure Status</th>
<th>Sex</th>
<th>Race</th>
<th>Permanent Tenure</th>
<th>Not on Tenure Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graham, Gael</td>
<td>Permanent</td>
<td>Other</td>
<td>Not on Tenure Track</td>
<td>Male</td>
<td>White</td>
<td>1 0 0 0 0 0 0 1 0</td>
<td></td>
</tr>
<tr>
<td>Hatley, Marvin T</td>
<td>Temporary</td>
<td>Visiting</td>
<td>Phased Retirement Program</td>
<td>Male</td>
<td>White</td>
<td>0 0 1 0 1 0 1 0 0</td>
<td></td>
</tr>
<tr>
<td>Hurley, Joseph A</td>
<td>Permanent</td>
<td>No Modifier</td>
<td>Not Tenured but on Tenure Track</td>
<td>Female</td>
<td>White</td>
<td>1 0 0 0 0 0 0 0 0</td>
<td></td>
</tr>
<tr>
<td>Johnstone, Pauline S</td>
<td>Temporary</td>
<td>Visiting</td>
<td>Not on Tenure Track</td>
<td>Female</td>
<td>White</td>
<td>0 0 0 1 0 0 0 0 0</td>
<td></td>
</tr>
<tr>
<td>Kurt, Andrew P</td>
<td>Permanent</td>
<td>No Modifier</td>
<td>Permanent Tenure</td>
<td>Male</td>
<td>White</td>
<td>1 0 1 0 1 0 1 0 0</td>
<td></td>
</tr>
<tr>
<td>Lewis, James A</td>
<td>Permanent</td>
<td>No Modifier</td>
<td>Permanent Tenure</td>
<td>Male</td>
<td>White</td>
<td>1 0 1 0 1 0 1 0 0</td>
<td></td>
</tr>
<tr>
<td>Macaulay, Alexander S</td>
<td>Temporary</td>
<td>Visiting</td>
<td>Not on Tenure Track</td>
<td>Female</td>
<td>White</td>
<td>0 1 0 0 0 0 0 0 0</td>
<td></td>
</tr>
<tr>
<td>Mclamb, James</td>
<td>Temporary</td>
<td>Visiting</td>
<td>Not on Tenure Track</td>
<td>Female</td>
<td>White</td>
<td>0 0 0 1 0 1 0 0 0</td>
<td></td>
</tr>
<tr>
<td>Mclamb, James G</td>
<td>Permanent</td>
<td>No Modifier</td>
<td>Permanent Tenure</td>
<td>Male</td>
<td>White</td>
<td>1 0 1 0 1 0 1 0 0</td>
<td></td>
</tr>
<tr>
<td>Mcrae, Elizabeth G</td>
<td>Permanent</td>
<td>No Modifier</td>
<td>Not Tenured but on Tenure Track</td>
<td>Female</td>
<td>White</td>
<td>1 0 1 0 1 0 1 0 0</td>
<td></td>
</tr>
<tr>
<td>Osborne, Christina L</td>
<td>Temporary</td>
<td>Visiting</td>
<td>Not on Tenure Track</td>
<td>Female</td>
<td>White</td>
<td>0 0 0 0 0 0 1 0 0</td>
<td></td>
</tr>
<tr>
<td>Payne, Robin K</td>
<td>Temporary</td>
<td>Visiting</td>
<td>Not on Tenure Track</td>
<td>Female</td>
<td>White</td>
<td>0 0 0 0 0 0 0 0 1</td>
<td></td>
</tr>
<tr>
<td>Philyaw, Leslie S</td>
<td>Permanent</td>
<td>No Modifier</td>
<td>Permanent Tenure</td>
<td>Male</td>
<td>White</td>
<td>0 0 1 0 1 0 1 0 0</td>
<td></td>
</tr>
<tr>
<td>Rice, Michael D</td>
<td>Temporary</td>
<td>Visiting</td>
<td>Not on Tenure Track</td>
<td>Male</td>
<td>White</td>
<td>0 1 0 1 0 0 0 0 0</td>
<td></td>
</tr>
<tr>
<td>Starnes, Richard D</td>
<td>On-leave</td>
<td>No Modifier</td>
<td>Not Tenured but on Tenure Track</td>
<td>Female</td>
<td>White</td>
<td>0 0 1 0 1 0 1 0 1</td>
<td></td>
</tr>
<tr>
<td>Swigger, Jessica I</td>
<td>Permanent</td>
<td>No Modifier</td>
<td>Not Tenured but on Tenure Track</td>
<td>Female</td>
<td>White</td>
<td>0 0 0 1 0 1 0 1 0</td>
<td></td>
</tr>
<tr>
<td>Swigger, Jessica I</td>
<td>Permanent</td>
<td>No Modifier</td>
<td>Not Tenured but on Tenure Track</td>
<td>Female</td>
<td>White</td>
<td>0 0 0 0 0 0 0 1 0</td>
<td></td>
</tr>
<tr>
<td>Szabo, Vicki E</td>
<td>Temporary</td>
<td>Visiting</td>
<td>Not on Tenure Track</td>
<td>Male</td>
<td>White</td>
<td>0 0 1 0 1 0 0 0 0</td>
<td></td>
</tr>
<tr>
<td>Yale, Elizabeth E</td>
<td>Temporary</td>
<td>Visiting</td>
<td>Not on Tenure Track</td>
<td>Male</td>
<td>White</td>
<td>0 0 1 0 1 0 0 0 0</td>
<td></td>
</tr>
<tr>
<td>Young, Clinton D</td>
<td>Temporary</td>
<td>Visiting</td>
<td>Not on Tenure Track</td>
<td>Male</td>
<td>White</td>
<td>1 0 0 0 0 0 0 0 0</td>
<td></td>
</tr>
</tbody>
</table>
### Table 5 – Applications and Admits

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Applicants</td>
<td># Admits</td>
<td>Admit Yield</td>
</tr>
<tr>
<td>History</td>
<td>70</td>
<td>65</td>
<td>92.86%</td>
</tr>
<tr>
<td>Graduate</td>
<td>13</td>
<td>11</td>
<td>84.62%</td>
</tr>
<tr>
<td>New Graduate</td>
<td>13</td>
<td>11</td>
<td>84.62%</td>
</tr>
<tr>
<td>New GR Non-Degree</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>57</td>
<td>54</td>
<td>94.74%</td>
</tr>
<tr>
<td>New Freshman</td>
<td>41</td>
<td>40</td>
<td>97.56%</td>
</tr>
<tr>
<td>New Transfer</td>
<td>15</td>
<td>13</td>
<td>86.67%</td>
</tr>
<tr>
<td>New UG Unclassified</td>
<td>1</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>70</td>
<td>65</td>
<td>92.86%</td>
</tr>
</tbody>
</table>

### Additional Data

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Applicants</td>
<td># Admits</td>
</tr>
<tr>
<td>History</td>
<td>74</td>
<td>69</td>
</tr>
<tr>
<td>Graduate</td>
<td>23</td>
<td>18</td>
</tr>
<tr>
<td>New Graduate</td>
<td>23</td>
<td>18</td>
</tr>
<tr>
<td>New GR Non-Degree</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>New Freshman</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>New Transfer</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>New UG Unclassified</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>74</td>
<td>69</td>
</tr>
</tbody>
</table>
Table 6 – Faculty FTE and SHC Production

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer II</td>
<td>Fall</td>
<td>Spring</td>
<td>Summer II</td>
<td>Fall</td>
</tr>
<tr>
<td>Abram, Susan M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.25</td>
</tr>
<tr>
<td>Student Credit Hours</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>177</td>
</tr>
<tr>
<td># Courses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hour Load</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Credit Hour Load</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Enrollment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aderinto, Saheed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Student Credit Hours</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># Courses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Contact Hour Load</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Credit Hour Load</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Enrollment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Blethen, H T</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td>0.00</td>
<td>0.00</td>
<td>0.07</td>
<td>0.00</td>
<td>0.08</td>
</tr>
<tr>
<td>Student Credit Hours</td>
<td>0</td>
<td>90</td>
<td>33</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># Courses</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Contact Hour Load</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Credit Hour Load</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Enrollment</td>
<td>0</td>
<td>30</td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Blethen, H. T</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Student Credit Hours</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># Courses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Contact Hour Load</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Credit Hour Load</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Enrollment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Student Credit Hours</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># Courses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Contact Hour Load</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Credit Hour Load</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Enrollment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Boulware, William H</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Student Credit Hours</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>231</td>
</tr>
<tr>
<td># Courses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Contact Hour Load</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Credit Hour Load</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Enrollment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>77</td>
</tr>
<tr>
<td>Byerly, Victoria E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Student Credit Hours</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># Courses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Contact Hour Load</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Credit Hour Load</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Enrollment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cahoon, Bruce W</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td>0.00</td>
<td>0.00</td>
<td>0.07</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Student Credit Hours</td>
<td>0</td>
<td>0</td>
<td>27</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># Courses</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Contact Hour Load</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Credit Hour Load</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Enrollment</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Clement, Victoria S</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td>0.00</td>
<td>0.41</td>
<td>0.43</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Student Credit Hours</td>
<td>0</td>
<td>294</td>
<td>303</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># Courses</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Contact Hour Load</td>
<td>0</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Credit Hour Load</td>
<td>0</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Enrollment</td>
<td>0</td>
<td>98</td>
<td>101</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cosner, Charlotte</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Student Credit Hours</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># Courses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Contact Hour Load</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Credit Hour Load</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Enrollment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cruz, Laura E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td>0.04</td>
<td>0.36</td>
<td>0.50</td>
<td>0.00</td>
<td>0.11</td>
</tr>
<tr>
<td>Student Credit Hours</td>
<td>30</td>
<td>249</td>
<td>243</td>
<td>3</td>
<td>57</td>
</tr>
<tr>
<td># Courses</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Contact Hour Load</td>
<td>3</td>
<td>9</td>
<td>9</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Credit Hour Load</td>
<td>3</td>
<td>9</td>
<td>9</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Enrollment</td>
<td>10</td>
<td>83</td>
<td>81</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>Culpepper, Linda P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td>0.00</td>
<td>0.57</td>
<td>0.52</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Student Credit Hours</td>
<td>0</td>
<td>402</td>
<td>369</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># Courses</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Contact Hour Load</td>
<td>0</td>
<td>12</td>
<td>12</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Credit Hour Load</td>
<td>0 12 12 0 0 12 9 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Enrollment</td>
<td>0 134 123 0 0 125 90 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denson, Andrew C</td>
<td>FTE 0.00 0.37 0.23 0.00 0.00 0.33 0.36 0.00 0.00 0.33 0.52 0.03 0.51 0.48 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Credit Hours 0 231 66 0 0 231 225 0 0 237 237 5 240 252 0 0 0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># Courses 0 3 4 0 0 3 3 0 0 3 3 0.15 3 3 0 0 0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contact Hour Load 0 9 11 0 0 9 9 0 0 9 9 0.45 9 9 0 0 0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credit Hour Load 0 9 6 0 0 9 9 0 0 9 9 0.45 9 9 0 0 0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrollment 0 77 24 0 0 77 75 0 0 79 79 2 80 84 0 0 0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Despeaux, Sloan E</td>
<td>FTE 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.01 0.00 0.00 0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Credit Hours 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 2 0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># Courses 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0.1 0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contact Hour Load 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0.3 0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credit Hour Load 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0.3 0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrollment 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dorondo, David R</td>
<td>FTE 0.00 0.35 0.40 0.08 0.16 0.32 0.36 0.00 0.05 0.40 0.51 0.18 0.40 0.44 0.01 0.05 0.47</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Credit Hours 0 219 273 60 78 228 258 0 27 255 294 81 258 285 2 33 333</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># Courses 0 3 3 1 1.25 3 3 0 1 3 3 2 3 3 0.1 0.5 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contact Hour Load 0 9 9 3 3.75 9 9 0 3 9 9 0 3 9 9 6 9 9 0.3 1.5 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credit Hour Load 0 9 9 3 3.75 9 9 0 3 9 9 0 3 9 9 6 9 9 0.3 1.5 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enrollment 0 73 91 20 26 76 86 0 9 85 98 27 86 95 1 11 111</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engel, Mary E</td>
<td>FTE 0.00 0.54 0.64 0.00 0.00 0.31 0.47 0.00 0.00 0.24 0.33 0.03 0.26 0.22 0.01 0.00 0.24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Credit Hours 0 342 396 0 0 213 336 0 0 162 66 5 171 132 1 0 150</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># Courses 0 4 4 0 0 3 4 0 0 2.5 4 0.18 3.5 2 0.08 0 2.666666667</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact Hour Load</td>
<td>0</td>
<td>12</td>
<td>12</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>--------------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Credit Hour Load</td>
<td>0</td>
<td>12</td>
<td>12</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Enrollment</td>
<td>0</td>
<td>114</td>
<td>132</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>FTE</td>
<td>0.16</td>
<td>0.42</td>
<td>0.00</td>
<td>0.00</td>
<td>0.18</td>
</tr>
<tr>
<td># Courses</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Contact Hour Load</td>
<td>3</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Enrollment</td>
<td>37</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>43</td>
</tr>
<tr>
<td>FTE</td>
<td>0.00</td>
<td>0.56</td>
<td>0.46</td>
<td>0.16</td>
<td>0.03</td>
</tr>
<tr>
<td># Courses</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Contact Hour Load</td>
<td>0</td>
<td>18</td>
<td>9</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Enrollment</td>
<td>0</td>
<td>86</td>
<td>76</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>FTE</td>
<td>0.00</td>
<td>0.04</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td># Courses</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Contact Hour Load</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Enrollment</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>FTE</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td># Courses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Contact Hour Load</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Courses</td>
<td>Contact Hour Load</td>
<td>Credit Hour Load</td>
<td>Enrollment</td>
<td>Lewis, James A</td>
<td>FTE</td>
</tr>
<tr>
<td>Student Credit Hours</td>
<td>0</td>
<td>366</td>
<td>0</td>
<td>0</td>
<td>153</td>
</tr>
<tr>
<td>----------------------</td>
<td>---</td>
<td>-----</td>
<td>---</td>
<td>---</td>
<td>-----</td>
</tr>
<tr>
<td># Courses</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Contact Hour Load</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Credit Hour Load</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Enrollment</td>
<td>0</td>
<td>122</td>
<td>0</td>
<td>0</td>
<td>51</td>
</tr>
</tbody>
</table>

| Mcrae, Elizabeth G  |
|----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| FTE                  | 0.02 | 0.39 | 0.03 | 0.00 | 0.00 | 0.39 | 0.18 | 0.00 | 0.00 | 0.75 | 0.06 | 0.03 | 0.00 | 0.30 | 0.00 | 0.02 | 0.52 |
| Student Credit Hours | 2 | 114 | 12 | 0 | 0 | 96 | 129 | 0 | 0 | 309 | 45 | 6 | 0 | 213 | 0 | 3 | 234 |
| # Courses            | 1 | 2   | 2  | 0 | 0 | 2  | 2   | 0 | 0 | 2   | 1  | 0.19 | 0 | 2   | 0.01 | 1  | 3  |
| Contact Hour Load    | 2 | 6   | 6  | 0 | 0 | 6  | 6   | 0 | 0 | 6   | 3  | 0.57 | 0 | 6   | 0.03 | 3  | 9  |
| Credit Hour Load     | 2 | 6   | 6  | 0 | 0 | 6  | 6   | 0 | 0 | 6   | 3  | 0.57 | 0 | 6   | 0.03 | 3  | 9  |
| Enrollment           | 1 | 38  | 4  | 0 | 0 | 33 | 43  | 0 | 0 | 103 | 15 | 2 | 0 | 71  | 0   | 1  | 78 |

| Michelsen, Terry J   |
|----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| FTE                  | 0.00 | 0.07 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Student Credit Hours | 0 | 48  | 0  | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| # Courses            | 0 | 1   | 0  | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| Contact Hour Load    | 0 | 3   | 0  | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| Credit Hour Load     | 0 | 3   | 0  | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |
| Enrollment           | 0 | 16  | 0  | 0 | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  | 0  |

<p>| Osborne, Christina L|
|----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| FTE                  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.05 | 0.09 | 0.00 | 0.06 | 0.25 | 0.25 | 0.08 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Student Credit Hours | 0 | 0  | 0  | 0 | 0  | 33 | 63  | 0   | 39  | 180 | 177 | 54  | 0  | 0  | 0  | 0  | 0  |
| # Courses            | 0 | 0  | 0  | 0 | 0  | 1  | 1   | 0   | 1   | 2   | 2   | 0.5  | 0  | 0  | 0  | 0  | 0  |
| Contact Hour Load    | 0 | 0  | 0  | 0 | 0  | 3  | 3   | 0   | 3   | 6   | 6   | 1.5  | 0  | 0  | 0  | 0  | 0  |
| Credit Hour Load     | 0 | 0  | 0  | 0 | 0  | 3  | 3   | 0   | 3   | 6   | 6   | 1.5  | 0  | 0  | 0  | 0  | 0  |
| Enrollment           | 0 | 0  | 0  | 0 | 11 | 21 | 0   | 13  | 60  | 59  | 18  | 0   | 0  | 0  | 0  | 0  | 0  |
| Payne, Robin K | FTE  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|               | Student Credit Hours | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 378 | 351 | 0 | 0 | 0 |
|               | # Courses | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 0 | 0 |
|               | Contact Hour Load | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 12 | 0 | 0 | 0 |
|               | Credit Hour Load | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 12 | 0 | 0 | 0 |
|               | Enrollment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 126 | 117 | 0 | 0 | 0 |
| Philyaw, Leslie S | FTE  | 0.00 | 0.30 | 0.00 | 0.00 | 0.00 | 0.00 | 0.13 | 0.00 | 0.00 | 0.30 | 0.14 | 0.00 | 0.14 | 0.00 | 0.00 | 0.00 | 0.00 |
|               | Student Credit Hours | 0 | 156 | 0 | 0 | 0 | 0 | 90 | 0 | 0 | 213 | 102 | 0 | 99 | 0 | 0 | 0 | 0 |
|               | # Courses | 0 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
|               | Contact Hour Load | 0 | 6 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 6 | 3 | 0 | 3 | 0 | 0 | 0 | 0 |
|               | Credit Hour Load | 0 | 6 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 6 | 3 | 0 | 3 | 0 | 0 | 0 | 0 |
|               | Enrollment | 0 | 52 | 0 | 0 | 0 | 0 | 30 | 0 | 0 | 71 | 34 | 0 | 33 | 0 | 0 | 0 | 0 |
| Raxter, Linda H | FTE  | 0.00 | 0.09 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|               | Student Credit Hours | 0 | 63 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|               | # Courses | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|               | Contact Hour Load | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|               | Credit Hour Load | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|               | Enrollment | 0 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Rice, Michael D | FTE  | 0.00 | 0.39 | 0.42 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
|               | Student Credit Hours | 0 | 279 | 300 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|               | # Courses | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|               | Contact Hour Load | 0 | 9 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|               | Credit Hour Load | 0 | 9 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |</p>
<table>
<thead>
<tr>
<th>Enrollment</th>
<th>0</th>
<th>93</th>
<th>100</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starnes, Richard D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td>0.00</td>
<td>0.29</td>
<td>0.33</td>
<td>0.00</td>
<td>0.00</td>
<td>0.23</td>
<td>0.25</td>
<td>0.00</td>
<td>0.00</td>
<td>0.26</td>
<td>0.28</td>
<td>0.02</td>
<td>0.63</td>
<td>0.28</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.49</td>
<td></td>
</tr>
<tr>
<td>Student Credit Hours</td>
<td>0</td>
<td>126</td>
<td>202</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>162</td>
<td>46</td>
<td>0</td>
<td>0</td>
<td>185</td>
<td>198</td>
<td>3</td>
<td>276</td>
<td>198</td>
<td>0</td>
<td>0</td>
<td>348</td>
<td></td>
</tr>
<tr>
<td># Courses</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>0.11</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Contact Hour Load</td>
<td>0</td>
<td>6</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>9</td>
<td>0.33</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Credit Hour Load</td>
<td>0</td>
<td>6</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>9</td>
<td>0.33</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>0</td>
<td>42</td>
<td>68</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>54</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>62</td>
<td>66</td>
<td>1</td>
<td>92</td>
<td>66</td>
<td>0</td>
<td>0</td>
<td>116</td>
<td></td>
</tr>
<tr>
<td>Swigger, Jessica I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.42</td>
<td>0.27</td>
<td>0.00</td>
<td>0.17</td>
<td>0.48</td>
<td>0.49</td>
<td>0.19</td>
<td>0.56</td>
<td>0.39</td>
<td>0.06</td>
<td>0.15</td>
<td>0.55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Credit Hours</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>243</td>
<td>144</td>
<td>0</td>
<td>54</td>
<td>270</td>
<td>273</td>
<td>41</td>
<td>300</td>
<td>69</td>
<td>45</td>
<td>36</td>
<td>312</td>
<td></td>
</tr>
<tr>
<td># Courses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>2.15</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Contact Hour Load</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>24</td>
<td>0</td>
<td>15</td>
<td>18</td>
<td>21</td>
<td>6.45</td>
<td>18</td>
<td>15</td>
<td>3</td>
<td>12</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Credit Hour Load</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>15</td>
<td>0</td>
<td>9</td>
<td>12</td>
<td>15</td>
<td>6.45</td>
<td>12</td>
<td>9</td>
<td>3</td>
<td>6</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>81</td>
<td>48</td>
<td>0</td>
<td>18</td>
<td>90</td>
<td>91</td>
<td>14</td>
<td>100</td>
<td>23</td>
<td>15</td>
<td>12</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>Szabo, Vicki E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td>0.02</td>
<td>0.42</td>
<td>0.34</td>
<td>0.00</td>
<td>0.00</td>
<td>0.36</td>
<td>0.40</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.37</td>
<td>0.00</td>
<td>0.42</td>
<td>0.37</td>
<td>0.02</td>
<td>0.00</td>
<td>0.45</td>
<td></td>
</tr>
<tr>
<td>Student Credit Hours</td>
<td>2</td>
<td>288</td>
<td>240</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>258</td>
<td>219</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>264</td>
<td>0</td>
<td>270</td>
<td>261</td>
<td>3</td>
<td>0</td>
<td>297</td>
<td></td>
</tr>
<tr>
<td># Courses</td>
<td>1</td>
<td>3</td>
<td>2.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>0.18</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Contact Hour Load</td>
<td>2</td>
<td>9</td>
<td>7.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>9</td>
<td>9</td>
<td>0.54</td>
<td>0</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Credit Hour Load</td>
<td>2</td>
<td>9</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>9</td>
<td>9</td>
<td>0.54</td>
<td>0</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>1</td>
<td>96</td>
<td>80</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>87</td>
<td>73</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>88</td>
<td>0</td>
<td>90</td>
<td>87</td>
<td>1</td>
<td>0</td>
<td>99</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE</td>
<td>0.04</td>
<td>0.00</td>
<td>0.79</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.59</td>
<td>0.08</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Student Credit Hours</td>
<td>30</td>
<td>0</td>
<td>558</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>408</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td># Courses</td>
<td>0.5</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Contact Hour Load</td>
<td>1.5</td>
<td>0</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>21</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>FTE</td>
<td>Student Credit Hours</td>
<td># Courses</td>
<td>Contact Hour Load</td>
<td>Credit Hour Load</td>
<td>Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>------</td>
<td>----------------------</td>
<td>-----------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wright, Laura L</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yale, Elizabeth E</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young, Clinton D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.38</td>
<td>0.29</td>
<td>0.00</td>
<td>0.00</td>
<td>0.39</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.43</td>
<td>0.39</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clemens, Billie J</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contact Hour Load</td>
<td>Credit Hour Load</td>
<td>Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------</td>
<td>------------------</td>
<td>------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 0 0 0 0 0 0 0</td>
<td>0 0 0 0 0 0 0 0</td>
<td>0 0 0 0 0 0 0 0 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 0 0 0 0 0 0 0</td>
<td>0 0 0 0 0 0 0 0 0</td>
<td>0 0 0 0 0 0 0 0 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 0 0 0 0 0 0 0</td>
<td>0 0 0 0 0 0 0 0 0</td>
<td>0 0 0 0 0 0 0 0 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 7 – Course Offerings and Mean Class Size

<p>| Row Labels | Undergraduate |<br />
| # Courses |<br />
| # Students |<br />
| Avg Class Size |<br />
| Summer II | Fall | Spring | Summer II | Fall | Spring | Summer II | Fall | Spring | Summer II | Fall | Spring | Summer I |
| HIST |<br />
| HIST107 |<br />
| # Courses | 3 | 4 | 3 | 2 | 5 | 5 | 3 | 5 | 4 | 4 |
| # Students | 82 | 116 | 93 | 67 | 168 | 109 | 108 | 164 | 132 | 136 |
| Avg Class Size | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| HIST141 |<br />
| # Courses | 14 | 9 | 11 | 9 | 8 | 10 | 2 | 13 | 13 | 2 | 18 | 13 | 1 |
| # Students | 399 | 264 | 337 | 291 | 249 | 289 | 13 | 441 | 360 | 35 | 551 | 361 | 15 |
| Avg Class Size | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| HIST142 |<br />
| # Courses | 3 | 4 | 3 | 3 | 4 | 3 | | | |
| # Students | 86 | 117 | 100 | 84 | 94 | 63 | 28 | |
| Avg Class Size | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| HIST151 |<br />
| # Courses | 3 | 3 | 3 | 3 | 2 | 1 | 4 | 4 |
| # Students | 74 | 64 | 57 | 51 | 44 | 26 | 92 | |
| Avg Class Size | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| HIST152 |<br />
| # Courses | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| # Students | 3 | 7 | 25 | 25 | 25 | 25 | 25 | 25 |
| Avg Class Size | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| HIST171 |<br />
| # Courses | 1 | 4 | 4 | 1 | 4 | 4 | 2 | 1 | 3 | 1 | 2 | 2 | 2 | 2 | 2 |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th># Students</th>
<th>Avg Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST175</td>
<td></td>
<td></td>
</tr>
<tr>
<td># Courses</td>
<td>1</td>
<td>0.00</td>
</tr>
<tr>
<td># Students</td>
<td>30</td>
<td>0.00</td>
</tr>
<tr>
<td>Avg Class Size</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>HIST181</td>
<td></td>
<td></td>
</tr>
<tr>
<td># Courses</td>
<td>2</td>
<td>0.00</td>
</tr>
<tr>
<td># Students</td>
<td>47</td>
<td>0.00</td>
</tr>
<tr>
<td>Avg Class Size</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>HIST182</td>
<td></td>
<td></td>
</tr>
<tr>
<td># Courses</td>
<td>2</td>
<td>0.00</td>
</tr>
<tr>
<td># Students</td>
<td>57</td>
<td>0.00</td>
</tr>
<tr>
<td>Avg Class Size</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>HIST185</td>
<td></td>
<td></td>
</tr>
<tr>
<td># Courses</td>
<td>2</td>
<td>0.00</td>
</tr>
<tr>
<td># Students</td>
<td>63</td>
<td>0.00</td>
</tr>
<tr>
<td>Avg Class Size</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>HIST190</td>
<td></td>
<td></td>
</tr>
<tr>
<td># Courses</td>
<td>2</td>
<td>0.00</td>
</tr>
<tr>
<td># Students</td>
<td>47</td>
<td>0.00</td>
</tr>
<tr>
<td>Avg Class Size</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>HIST191</td>
<td></td>
<td></td>
</tr>
<tr>
<td># Courses</td>
<td>2</td>
<td>0.00</td>
</tr>
<tr>
<td># Students</td>
<td>44</td>
<td>0.00</td>
</tr>
<tr>
<td>Avg Class Size</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>HIST221</td>
<td></td>
<td></td>
</tr>
<tr>
<td># Courses</td>
<td>1</td>
<td>0.00</td>
</tr>
<tr>
<td># Students</td>
<td>28</td>
<td>0.00</td>
</tr>
<tr>
<td>Avg Class Size</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Course</td>
<td># Courses</td>
<td># Students</td>
</tr>
<tr>
<td>--------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>HIST222</td>
<td>1 1 1 2 2 2</td>
<td>30 34 52 64 64</td>
</tr>
<tr>
<td>HIST231</td>
<td>1 1 1 2 1</td>
<td>28 34 62 71 72</td>
</tr>
<tr>
<td>HIST232</td>
<td>1 1 1 2 1</td>
<td>29 34 65 80 58</td>
</tr>
<tr>
<td>HIST297</td>
<td>1 1 2 1 1</td>
<td>13 39 44 39 25</td>
</tr>
<tr>
<td>HIST308</td>
<td>1 1 1 1 3</td>
<td>28 32 33 37 68</td>
</tr>
<tr>
<td>HIST311</td>
<td>1</td>
<td>28 34</td>
</tr>
<tr>
<td>HIST312</td>
<td>1 32</td>
<td>0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00</td>
</tr>
<tr>
<td>HIST313</td>
<td>1</td>
<td>0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00</td>
</tr>
<tr>
<td></td>
<td># Students</td>
<td>Avg Class Size</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>----------------</td>
</tr>
<tr>
<td>HIST317</td>
<td>30</td>
<td>0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00</td>
</tr>
<tr>
<td>HIST322</td>
<td>1</td>
<td>1.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00</td>
</tr>
<tr>
<td>HIST323</td>
<td>1</td>
<td>1.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00</td>
</tr>
<tr>
<td>HIST327</td>
<td>1</td>
<td>1.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00</td>
</tr>
<tr>
<td>HIST330</td>
<td>1</td>
<td>1.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00</td>
</tr>
<tr>
<td>HIST335</td>
<td>1</td>
<td>1.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00</td>
</tr>
<tr>
<td>HIST341</td>
<td>1</td>
<td>1.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00</td>
</tr>
<tr>
<td>Course Code</td>
<td># Courses</td>
<td># Students</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>HIST361</td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>HIST362</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>HIST373</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>HIST375</td>
<td>1</td>
<td>32</td>
</tr>
<tr>
<td>HIST389</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>HIST395</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>HIST405</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>HIST411</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Course</td>
<td># Courses</td>
<td># Students</td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>HIST412</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>HIST413</td>
<td>1</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>HIST414</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>HIST416</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>HIST421</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>HIST425</td>
<td>1</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>HIST431</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>Course</td>
<td># Courses</td>
<td># Students</td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>HIST432</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>HIST433</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>HIST434</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>HIST435</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>HIST436</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>HIST442</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>HIST443</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>HIST445</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Course</td>
<td># Courses</td>
<td># Students</td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>HIST446</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>HIST450</td>
<td>1</td>
<td>29</td>
</tr>
<tr>
<td>HIST451</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>HIST452</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>HIST454</td>
<td>1</td>
<td>29</td>
</tr>
<tr>
<td>HIST455</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>HIST457</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>Course Code</td>
<td># Courses</td>
<td># Students</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>HIST459</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>HIST463</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>HIST471</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>HIST473</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>HIST474</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>HIST483</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>HIST484</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>HIST491</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td># Students</td>
<td>3</td>
</tr>
<tr>
<td>----------------</td>
<td>------------</td>
<td>---</td>
</tr>
<tr>
<td><strong>HIST493</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Courses</td>
<td>1 1 1 4 2 2 2 2 1 1 2</td>
<td></td>
</tr>
<tr>
<td># Students</td>
<td>1 11 10 12 46 34 8 19 15 4 24 20</td>
<td></td>
</tr>
<tr>
<td>Avg Class Size</td>
<td>0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00</td>
<td></td>
</tr>
<tr>
<td><strong>HIST499</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Courses</td>
<td>1 1 1 1 1 1 1 1</td>
<td></td>
</tr>
<tr>
<td># Students</td>
<td>2 2 1 2 2 1 1</td>
<td></td>
</tr>
<tr>
<td>Avg Class Size</td>
<td>0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00</td>
<td></td>
</tr>
<tr>
<td><strong>Masters</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HIST</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HIST511</strong></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td># Courses</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td># Students</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Avg Class Size</td>
<td>0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00</td>
<td></td>
</tr>
<tr>
<td><strong>HIST512</strong></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td># Courses</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td># Students</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Avg Class Size</td>
<td>0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00</td>
<td></td>
</tr>
<tr>
<td><strong>HIST513</strong></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td># Courses</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td># Students</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Avg Class Size</td>
<td>0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00</td>
<td></td>
</tr>
<tr>
<td><strong>HIST514</strong></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td># Courses</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td># Students</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Avg Class Size</td>
<td>0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00</td>
<td></td>
</tr>
<tr>
<td><strong>HIST516</strong></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td># Courses</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td># Students</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>------------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Avg Class Size</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>HIST521</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Courses</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td># Students</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Avg Class Size</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>HIST525</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Courses</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td># Students</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Avg Class Size</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>HIST531</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Courses</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td># Students</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Avg Class Size</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>HIST533</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Courses</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td># Students</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Avg Class Size</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>HIST534</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Courses</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td># Students</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Avg Class Size</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>HIST535</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Courses</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td># Students</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Avg Class Size</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>HIST536</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Courses</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td># Students</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Avg Class Size</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Course Code</td>
<td># Courses</td>
<td># Students</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>HIST545</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>HIST546</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>HIST550</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>HIST551</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>HIST552</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>HIST554</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>HIST555</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>HIST557</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td># Students</td>
<td>Avg Class Size</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>----------------</td>
</tr>
<tr>
<td>HIST559</td>
<td>3</td>
<td>0.00</td>
</tr>
<tr>
<td>HIST563</td>
<td>1</td>
<td>0.00</td>
</tr>
<tr>
<td>HIST571</td>
<td>1</td>
<td>0.00</td>
</tr>
<tr>
<td>HIST573</td>
<td>1</td>
<td>0.00</td>
</tr>
<tr>
<td>HIST574</td>
<td>1</td>
<td>0.00</td>
</tr>
<tr>
<td>HIST593</td>
<td>8</td>
<td>0.00</td>
</tr>
<tr>
<td>HIST631</td>
<td>14</td>
<td>0.00</td>
</tr>
<tr>
<td>Course Code</td>
<td># Courses</td>
<td># Students</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>HIST632</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>HIST633</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>HIST680</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>HIST681</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>HIST683</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>HIST688</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>HIST693</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>HIST699</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Course</td>
<td># Courses</td>
<td># Students</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>HIST779</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>HIST799</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>HIST589</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>HIST682</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 8 – Admission Data

Undergraduate

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>55</td>
<td>46</td>
<td>29</td>
<td>73</td>
<td>129</td>
</tr>
<tr>
<td>Avg HS GPA</td>
<td>3.29</td>
<td>3.32</td>
<td>3.53</td>
<td>3.60</td>
<td>3.46</td>
</tr>
<tr>
<td>Avg SAT Verbal</td>
<td>553</td>
<td>528</td>
<td>539</td>
<td>539</td>
<td>540</td>
</tr>
<tr>
<td>Avg SAT Math</td>
<td>531</td>
<td>504</td>
<td>529</td>
<td>513</td>
<td>528</td>
</tr>
<tr>
<td>Avg SAT Total</td>
<td>1084</td>
<td>1032</td>
<td>1068</td>
<td>1052</td>
<td>1069</td>
</tr>
</tbody>
</table>

Graduate

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>8</td>
<td>6</td>
<td>11</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>Avg UG GPA</td>
<td>3.46</td>
<td>3.43</td>
<td>2.95</td>
<td>3.43</td>
<td>3.41</td>
</tr>
<tr>
<td>Avg GRE Verbal</td>
<td>475</td>
<td>532</td>
<td>512</td>
<td>533</td>
<td>522</td>
</tr>
<tr>
<td>Avg GRE Quantitative</td>
<td>465</td>
<td>528</td>
<td>547</td>
<td>493</td>
<td>559</td>
</tr>
<tr>
<td>Avg GRE Analytical</td>
<td>4.70</td>
<td>4.00</td>
<td>4.28</td>
<td>4.61</td>
<td>4.31</td>
</tr>
<tr>
<td>Avg GRE Analytical Writing</td>
<td>4.70</td>
<td>4.00</td>
<td>4.28</td>
<td>4.61</td>
<td>4.31</td>
</tr>
</tbody>
</table>
## Table 9 – Student Demographics

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Bachelors</td>
<td></td>
<td>201</td>
<td>1</td>
<td>190</td>
<td>2</td>
<td>169</td>
</tr>
<tr>
<td>Freshman</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Black or African American</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Hispanics of any race</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>White</td>
<td>54</td>
<td>40</td>
<td>33</td>
<td>106</td>
<td>106</td>
<td>106</td>
</tr>
<tr>
<td>Non-resident Alien</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>63</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Sophomore</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Black or African American</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Hispanics of any race</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>37</td>
<td>38</td>
<td>28</td>
<td>38</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Junior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanics of any race</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>White</td>
<td>42</td>
<td>38</td>
<td>40</td>
<td>49</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>Non-resident Alien</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Senior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Category</td>
<td>Masters</td>
<td>Undergraduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------</td>
<td>---------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanics of any race</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-resident Alien</td>
<td>48</td>
<td>57</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td>46</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>1</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td>27</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanics of any race</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>23</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td>23</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Western Carolina University
College of Arts and Sciences
Department of History

Quality Enhancement Plan for
History BA, BS and Social Science Education Degrees
Draft: April 2008

Mission Statement and Department Goals

Faculty of the History Department are professional scholars whose primary mission consists of effective teaching and advisement of undergraduate and graduate students, producing significant research and publication, and providing appropriate service to the University and the region.

The History Department encourages:
• Effective Teaching and Productive Scholarship—because they form the bedrock of our calling and are each other’s natural complement. Teaching without scholarship becomes stale; scholarship without teaching becomes fruitless.
• Collegiality—because it enhances our effectiveness and as a model for our students.
• Competent and Timely Advisement—because it creates the means by which the Department’s students become aware of, and make provisions for, their own intellectual and professional growth.
• Integrity—because it constitutes the basis of all that we do as teachers and scholars.

As one of the traditional liberal arts, History is a major which provides knowledge vital to the creation of an educated citizenry. Without an understanding of the past, the present is incomprehensible. The lives of our recent and remote ancestors have shaped the modern reality for all inhabitants of the United States and the rest of the globe.

The History Department plays a major role in the University’s mission to interpret the history of western North Carolina and the southern Appalachian region. The History department believes in the value of scholarly community and encourages its members to work together within the department, the university, and more widely in the community and region. Faculty members have participated in a wide variety of academic and public programs across the region, as well as internationally. Through our program in Social Science Education the department maintains close contact with public schools throughout the western counties of North Carolina.

Degree Requirements:

Western Carolina University offers a Bachelor of Arts and a Bachelor of Science degree in History. Undergraduates can choose from a wide variety of courses for their major. These courses deal with such diverse topics as ancient Greece and Rome, medieval and
modern Europe, United States history, the American South, military history, Latin America, Russia, China, Appalachian culture, Cherokee and Native American history, and public history. The Department also supervises the BA, BS, and BSED programs in the social sciences. At the graduate level, the department offers a Master of Arts degree in American history as well as MAT and MAEd degrees in social sciences.

The History major at Western Carolina University requires 120 hours, including 42 hours in Liberal Studies and 33 hours in the major. The BA also requires completion of MFL 231-232 or 240. The Social Science Education degree requires a double major, with 42 hours in Liberal Studies and 57-60 hours in Social Sciences and History.

History and the QEP

History, by its nature, is a synthetic and integrative discipline. The History Department at WCU embodies this principle in practice, as demonstrated by faculty and student participation in team-taught courses, comparative and interdisciplinary courses and research, travel courses and field experiential courses, internships, public history, and public presentations, both local and national. The QEP allows us to continue the interactive and intentional learning activities in which we already engage, and will provide resources and encouragement for an increased commitment to interdisciplinary and integrative studies and a greater value placed on the liberal arts at WCU.

The History Department is committed to the development and implementation of the QEP as a means of better facilitating student participation in the practice of historical research at both the academic and professional level.

History Department, Educational Goals

Educational Goal #1: History majors master a body of knowledge about the global past and its relationship to the present and the future

"History offers a storehouse of information about how people and societies behave. Understanding the operations of people and societies is difficult, though a number of disciplines make the attempt. An exclusive reliance on current data would needlessly handicap our efforts. How can we evaluate war if the nation is at peace—unless we use historical materials? How can we understand genius, the influence of technological innovation, or the role that beliefs play in shaping family life, if we don't use what we know about experiences in the past? Some social scientists attempt to formulate laws or theories about human behavior. But even these resources depend on historical information, except for in limited, often artificial cases in which experiments can be devised to determine how people act. Major aspects of a society's operation, like mass elections, missionary activities, or military alliances, cannot be set up as precise experiments. Consequently, history must serve, however imperfectly, as our laboratory, and data from the past must serve as our most vital evidence in the unavoidable quest to
figure out why our complex species behaves as it does in societal settings. This, fundamentally, is why we cannot stay away from history: it offers the only extensive evidential base for the contemplation and analysis of how societies function, and people need to have some sense of how societies function simply to run their own lives.  

**Learning Outcomes:**
- To obtain usable cultural literacy about the history of the Americas, the West, and the World
- To master a body of knowledge about historical processes, events, and figures
- To express that mastery in effective written and oral communication

**Educational Experiences:**
The History major requires students to take two survey courses to cover a broad range of historical knowledge. Further, the structure of the major (see below) requires them to take upper division courses in a wide variety of subjects. The format for imparting this information is a mixture of lecture/discussion, active learning techniques, service learning projects, research, and collaborative practices.

**Educational Goal #2:** History majors obtain the ability to evaluate diverse perspectives and the opportunity for moral reflection

"There is a fundamental tension in teaching and learning history between covering facts and developing historical habits of mind. Because history provides an immediate background to our own life and age, it is highly desirable to learn about forces that arose in the past and continue to affect the modern world. This type of knowledge requires some attention to comprehending the development of national institutions and trends. It also demands some historical understanding of key forces in the wider world. The ongoing tension between Christianity and Islam, for instance, requires some knowledge of patterns that took shape over 12 centuries ago. Indeed, the pressing need to learn about issues of importance throughout the world is the basic reason that world history has been gaining ground in American curriculums. Historical habits of mind are enriched when we learn to compare different patterns of historical development, which means some study of other national traditions and civilizations.

History also provides a terrain for moral contemplation. Studying the stories of individuals and situations in the past allows a student of history to test his or her own moral sense, to hone it against some of the real complexities individuals have faced in difficult settings. People who have weathered adversity not just in some work of fiction, but in real, historical circumstances can provide inspiration. "History teaching by example" is one phrase that describes this use of a study of the past—a study not only of certifiable heroes, the great men and women of history who successfully worked through

---

moral dilemmas, but also of more ordinary people who provide lessons in courage, diligence, or constructive protest.”

**Learning Outcomes:**
- To gain the ability to understand and assess multiple and/or conflicting interpretations
- To obtain a developed sense of historical and cultural empathy
- To possess the ability to reflect on the moral, ethical, and multicultural lessons of history.

**Educational Experiences:** The history major allows students to choose eight different upper division courses. Two of the courses must draw primarily on the American historical experience, two from the much longer European past, and at least one must be focused on a non-Western area or people. These courses emphasize the use of primary sources as a tool for uncovering the past and which encourage the practice of historical empathy.

The Department offers a wide variety of courses to choose from that include all areas of the world and all periods of time. We also approach history from many different thematic perspectives including social, legal, military, cultural, diplomatic, political, and other types of historical study.

Many projects and assignments in history classes are focused on the above goals, especially the larger research papers required in the two required courses, HIST 297: Sophomore Seminar and HIST 499: Senior Thesis. The proposed capstone project will also strengthen this goal and the Department’s ability to assess the effectiveness of instruction in this area.

**Educational Goal #3:** History majors strive to acquire the life-long skills necessary to contribute to the advancement of historical understanding and to a better understanding of change over time.

“The key to developing historical habits of mind is having repeated experience in historical inquiry. Such experience should involve a variety of materials and a diversity of analytical problems. Facts are essential in this process, for historical analysis depends on data, but it does not matter whether these facts come from local, national, or world history—although it's most useful to study a range of settings. What matters is learning how to assess different magnitudes of historical change, different examples of conflicting interpretations, and multiple kinds of evidence. Developing the ability to repeat fundamental thinking habits through increasingly complex exercises is essential.”

“The past causes the present, and so the future. Any time we try to know why something happened—whether a shift in political party dominance in the American Congress, a major change in the teenage suicide rate, or a war in the Balkans or the Middle East—we have to look for factors that took shape earlier. Sometimes fairly recent history will

---

2 Ibid.
sufficient to explain a major development, but often we need to look further back to identify the causes of change. Only through studying history can we grasp how things change; only through history can we begin to comprehend the factors that cause change; and only through history can we understand what elements of an institution or a society persist despite change.\(^3\)

**Learning Outcomes:**
- Desired historical skills include the following:
  - Research skills
  - Written communication skills
  - Oral communication skills
  - Problem-solving skills
  - Analytical skills
  - Understanding change over time
  - Ability to assess conflicting evidence
  - Experience in assessing past examples of change
  - Thoughtful ethical reflection
  - Effective application of evidence
  - Legal reasoning

**Educational Experiences:**
While history courses seek to impart these skills in different ways, the common thread to all history courses is the emphasis on in-depth and effective research. All upper-division history courses are required to have research projects/papers that incorporate all of these skills.

All history students are required to take HIST 297: Sophomore Seminar, a course with the sole purpose of imparting these skills to history majors. The outcome of HIST 297 is a 20-25 original research paper. Students may extend that research after further historical study by electing to complete a 35-40 page Senior Thesis.

**Educational Goal #4:** History majors will master the ability to think critically.

Critical thinking is defined as "the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information generated by observation, experience, reflection, reasoning, or a communication, as a guide to belief and action. In its exemplary form, it is based on...clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness."\(^4\)

---

\(^3\) Ibid.
As Derek Bok and others have emphasized, critical thinking is a crucial skill all college students, regardless of major, should strive to obtain. By placing critical thinking skills at the center of its curriculum, history shares in this aspiration and seeks to reinforce work being done other disciplines by inculcating this skill at all levels.\(^5\)

In effect, this goal synthesizes the skills of the previous goal and directs them towards a common objective.

**Learning Outcomes:**
- To master and apply critical thinking skills, as defined above

**Educational Experience:**
History faculty are active in promoting and applying innovative course design, material selection, and innovative teaching practices designed to promote critical thinking skills. Furthermore, the Department requires its courses to provide multiple opportunities for extensive reading and writing projects directed towards critical thinking outcomes.

**Educational Goal #5:** To prepare students for productive and meaningful adult lives, beyond the university.

Students will eventually graduate. The study of history should prepare them for future success in the job market as well as enable them to participate broadly and responsibly in their society and world affairs.

In addition to providing an excellent university education, the study of history is a solid and accepted preparation for many careers. Because of its rigor and its exploration of cause and effect, the intellectual and communication skills acquired by majoring in history are in demand by many professions. In a survey of Western Carolina University history graduates, a large majority pursued highly successful careers in business, education, and government work. A significant percentage also found employment in such professions as law, journalism, and the ministry. More than seventy percent of history majors at WCU eventually attended graduate school. WCU majors have been admitted to professional and graduate programs at Harvard, Virginia, Wake Forest, Duke, UNC, LSU, USC, Georgia, Auburn, Tennessee, Oklahoma, Kansas, and many others.

**Student Learning Outcomes:**
- To develop the intellectual curiosity (?) and habits to facilitate lifelong learning
- To be prepared for work or further study following graduation
- To apply the lessons of history to become moral and ethical global citizens

**Educational Experiences:**
History majors prepare resumes beginning in their sophomore year, and the Department offers a series of career-related seminars and workshops. In addition to regular courses,

---

the History Department encourages students to undertake internships, co-operative education, study abroad, honors projects and papers, field trips, independent studies and opportunities for publication and presentation of research. A proposed survey of alumni will determine how well the five- and ten-year goals of its graduates match departmental goals and expectations.

**QEP Sequence of Courses**

The History Department offers our majors three levels of engagement with QEP instruction, at the sophomore, junior, and senior levels.

**Sophomore Experience**

At the sophomore level, all majors will take HIST 297, Sophomore Seminar. This course provides students with a focused introduction to the historical profession, introducing them experientially to what historians do, how they do it, and why they do it. Students learn how to identify, locate and analyze primary source documents, and to dissect and critique historical arguments and monographs. This course equips students with a "toolbox" of research and cognitive skills designed to help them not just learn history but to become historians. Course objectives of HIST 297 include:

- Understanding what constitutes historical scholarship
- Awareness of and preparation for career possibilities with a History degree
- Demonstration of competence in methods of historical research and the historical method
- Practice of critical and analytical skills on historical problems, showing knowledge of how to use library, archival, oral, and other source materials
- Formulate a thesis and present historical data and arguments in proper and effective written and oral forms

The ultimate goal of Sophomore Seminar is to provide a foundation in historical thought, inquiry, and construction that will serve students well throughout the major.

**Junior Experience**

The junior level experience will consist of a course designated as a QEP learning experience. The flexible designations in this category will allow multiple faculty members to construct and implement QEP goals within the curricular framework both gradually and effectively. These courses will include a significant project or learning experience that strengthens student learning and engagement within the discipline. With additional funding and support provided by the QEP, faculty will include more active and effective learning experiences, to facilitate student engagement and allow students to synthesize coursework and learning experiences in a holistic manner.

**Capstone / Senior Experience**

The capstone experience, taken in the senior year, allows students to demonstrate and refine their accumulated historical knowledge and skills. The capstone will allow students
to synthesize disciplinary skills and critical thinking towards an end product that will help them realize their greater educational and career goals. The History Department recognizes that no single capstone experience will accommodate all student interests or strengths. We offer a variety of experiences to promote intentional learning and to facilitate various student interests and abilities.

Students who intend to pursue post-baccalaureate degrees will be encouraged to write a senior thesis. This includes a two-credit course and is limited to students with a 3.2 GPA. In close consultation with an advisor and another committee member, the student will propose and pursue research with the end product of a 35-40 page thesis.

Students interested in Public History will be advised to complete the Public History Certificate (15 hrs). This capstone requires completion of HIST 471, 472, 473, 474, and 483 (internship). Students have completed internships in recent years at the Cashiers Historical Society, The Rutherford County Farm Museum, the Florence Mill Redevelopment and Oral History Project, the Mountain Heritage Center, the Atlanta History Center, the Monteith House, and the Southern Highland Craft Guild.

Social Science Education majors are required to complete a semester of student teaching, supervised in the classroom by the social science coordinator and a cooperating teacher, which will serve as their capstone experience. (Suggestion here -- do we add a project / paper to reflect this experience?? Reflection could be focused on the art of teaching the discipline of history?)

Finally, the History Department offers a more flexible Capstone Contract. This contract will be linked to an upper-division History course, designated by the student as their Capstone course, and will be taken during the student's final two semesters. In conjunction with the course instructor, and approved by the student's advisor and the Department Head, the student will design a major project that will demonstrate their accumulated / comprehensive (?) skills that they have mastered during their degree...

The Department continues to develop new capstone experiences, including the possibility of foreign study and travel courses. A Capstone Elective research intensive course is also in development. The department would designate one or two 400-level courses each semester as research-intensive. These courses would have somewhat less content work and more research-oriented skills work than other upper-division courses. The major project for each of these courses would be a substantial research paper, with particular attention paid to guided research and building research skills. This option would allow students to experience intensive research even if they are not eligible or able to complete the more extensive thesis option.

**Capstone Criteria and Assessment**

The department requires that Capstone experiences must be assessed by at least two readers within the History Department. Theses, Public History certificates, internships and student teaching are assessed by outside professionals or faculty members within the department.
The Capstone experience carries a variable number of credit hours. The lowest credit hour experience is the Capstone contract, which offers only one credit hour. Because the capstone is an assessed activity, it is graded and can be failed. (Need to specify S / U or letter graded – may depend upon the capstone).

The History Department is currently deciding how the capstone experience, along with the junior-level experience, will be monitored and designated on a transcript.

**Advising and Mentoring**

Every faculty member advises, on average, 20 to 30 students in History or Social Science Education, and several faculty members advise considerably more than the average. Our current advising model ensures that students meet with their advisors at least twice during the academic year. These meetings consist of course registration and review of graduation requirements, but also informal mentoring and career guidance. The History Department encourages advisors to remain current not only with the Department’s but also with the University curricular requirements.

We do not anticipate changes to our current advising system during implementation of the QEP, but we will adjust the faculty advising load commensurate with to the demands of the Educational Briefcase (see below).

**Assessment and the Educational Briefcase**

The History Department recognizes the great opportunity for active, reflective learning, critical self-assessment and holistic synthesis that the Educational Briefcase offers to our students. Furthermore, it is an important assessment tool, able to capture student development at every level of their college career. However, realization of the integrative vision of the QEP and the Educational Briefcase offer us an exciting set of challenges. For this reason, History, as a pilot department, recommends the following model for the initial years of Briefcase development and adoption. The QEP Faculty Liaison model would suit departments like ours, with a large number of advisees. This model, we propose, will allow us to fully realize the opportunities which the Briefcase offers to our students as they move beyond the university and become active life-long learners and engaged citizens.

The Briefcase will be monitored by the Department in two distinct stages. First and second year students will be monitored by Advising Center staff and then by their departmental advisors. The first year of the Briefcase will include Cat Walk data, the Personality Mosaic, blogs, reflections files, and other channels of content. These pages will be constructed and maintained by USI instructors and the Advising Center. At the end of the first year, departmental advisors will work with students to ensure the
successful completion and inclusion of initial disciplinary content, such as the degree portfolio and the document repository.

In the second year, instructors of HIST 297 will add to the Briefcase a resume, early artifacts in students’ careers as historians, and other career and interest-related documents. The sophomore level QEP experience provided by HIST 297 is naturally conducive to elements such as the educational goals, the self-appraisal and examples of proposals or applications for internships or related activities.

In the third year, a QEP Faculty Liaison (QEP-FL), hired by and staffed within the History Department will take over the monitoring of the Briefcase from the advisor. The advisor will continue to work closely with the Liaison to ensure continuity, although maintenance of the Briefcase will fall to the QEP-FL. The QEP-FL will be a full time position, staffed by a trained historian. Our initial vision of this position is for a five-year term, through the implementation and development of the QEP and its early assessment by SACS. This faculty member will teach two to three courses a year, in addition to their supervisory duties with student Briefcases and representation of the Department in campus wide QEP meetings and committees. The QEP-FL’s primary job, though, will be to monitor completion and revision of necessary elements within the Briefcase. More importantly, the QEP-FL will aid students in revising the educational plans, career plans, educational goals and self-appraisals that were begun in HIST 297. History faculty will take an active role in the production and inclusion of artifacts related to the discipline, while the liaison will ensure completion of the core elements of the Briefcase.

In the fourth year, the QEP-FL and the capstone advisor / instructor of record will monitor relevant portions of the briefcase, the latter overseeing academic products and the former overseeing structural and core Briefcase content.

This system will ensure comprehensive analysis of the student’s Briefcase and thorough oversight and mentoring of the student’s educational, career and life goals. The QEP-FL will read and account for necessary documents, but will also aid students as requested in the construction and writing of those documents. and multiple levels of feedback.

Training

Select History faculty will participate in QEP workshops within the university, and will serve as contact liaisons with QEP staff. All other faculty will receive training in-house QEP training sessions. The QEP-FL will become the primary facilitator of QEP integration within the Department.

Further Development Plans and Resources

Further development of the Department’s QEP remains contingent upon the initial plan’s reception by the University’s administration and, ultimately, feedback from the
Department's own faculty. As this QEP is part of the larger pilot program in the University, History faculty assume that revisions will be necessary as the QEP is implemented.

The History Department faculty view the capstone experience as the most promising element of the QEP, based on our Departmental vision and goals. Successfully implementing the capstone will require careful planning and evaluation within the Department. Two years after the beginning of capstone instruction, an appropriate History Department committee will review the capstone and suggest any changes necessary to make this aspect of the curriculum better serve the Department's educational goals. The committee will also assess resource needs related to the QEP, suggesting areas in which greater resources are required, such as travel support, library materials, or educational technology.

Additional Considerations:
- Resources for travel courses
- Additional funds for the library to enhance primary source holdings
- Additional resources for foreign language programs to prepare our students for study and research
- Additional flexibility to allow for team-taught courses within and across departments.
- Need additional consideration for accommodation of community college transfers entering WCU out of sequence, and those entering HIST 297 during their first semester at WCU.
Department of History
Strategic Plan
April 2010

Progress Since Adoption of Last Strategic Plan

As the Strategic Planning committee meets, the department is poised to begin another round of conversations concerning our graduate and undergraduate programs. Since the last strategic planning document was written, we have made the following changes in our program and to our faculty:

Growth in the number of undergraduate history majors—likely a result of our previous changes to the requirements for the major as well as impenetrable market forces—have led us to offer History 297, the required seminar that introduces students to the major, twice every semester. We hope to recruit new faculty to teach this class, both to spread the responsibility for the class and to enrich course offerings.

The department instituted a formal assessment procedure for undergraduate education, focusing on both student exit interviews and portfolios of student work at two points during their undergraduate years.

The department fulfilled a long-held plan by hiring Dr. Jessica Swigger, a trained public historian, to administer our public history certificate program, to widen our connections with agencies that sponsor public history internships, and to solidify course offerings in this field.

The department satisfied another desire to broaden our curriculum by hiring Dr. Charlotte Cosner, a specialist in Atlantic World and Caribbean history.

A third hire, to replace Dr. L. Scott Philyaw, has further strengthened the department's undergraduate and graduate courses, as Dr. Hunt Boulware has joined us to teach the history of early America.

Yet another hire brought in Dr. Mary Ella Engel to aid Dr. Elizabeth McRae in supervising undergraduate and graduate social science and MAT students, since the number of students in these programs has increased tremendously.

In total, the department has hired four new faculty members over the past three years. These strategic hires have added significantly to our departmental, college, and university missions.

The department is currently searching for new faculty to fill three positions: an Islamic scholar, and a scholar of Africa. The department has sought these positions for over a decade and is delighted to have this accomplishment in view. A third position in Early
Modern Europe will replace Dr. Laura Cruz, who has been appointed director of the Faculty Center.

The department has ramped up its commitment to quality teaching and regional outreach via two new initiatives. In the first, the department sponsored a "Reacting to the Past" workshop, which drew in faculty and students not only from WCU but from surrounding community colleges and high schools. In the second, the department will launch a program of summer teachers' institutes to be held within the department beginning this June.

In terms of our teaching, the department has decreased its dependence on adjunct and parttime faculty while increasing its production of SCH.

The department has "raised the bar" for Social Sciences Education majors by raising the GPA requirement from 2.75 to 3.0, doubling the time students spend in public high school classrooms as interns, and increasing the number of required methods courses. At the same time, students in this program must complete more courses at the upper level, and to enhance their world history content knowledge.

The history department was one of the first to respond to WCU's new Quality Enhancement Plan (QEP), having volunteered to serve as a pilot program. We have adjusted our curriculum to reflect the university's QEP goals and emphasize integrated learning. These changes include the creation of several new capstone experiences for history majors. We have also developed a more clearly articulated set of student learning objectives for the history major, along with a new assessment plan.

As last reported, the departmental colloquia have become institutionalized, with an average of six presentations being given per year, including presentations from faculty outside the department who are engaging in historical research. This demonstrates our continuing commitment to scholarship, as well as teaching.

We continue to maintain and strengthen our ties with our alumni, through the Tuckasiegee Valley Historical Review, which last year solicited scholarly submissions from graduate students around the region, rather than simply from within our own program. Furthermore, the Department's Pi-Psi Chapter of Phi Alpha Theta History Honor Society has initiated fully thirty-eight new members since Spring Semester 2009 and thus continues its greatest increase in membership since the Chapter's foundation in 1970. In addition, our Public History Program has a Facebook presence, which enhances the visibility of the program.

Finally, the department was among the first in the college and university to successfully revise our Collegial Review Document (CRD). The resulting document is both streamlined and more concrete, and will provide a reliable guide for faculty making their way toward tenure and sustaining their progress in teaching and research following the acquisition of tenure.
**Self-Analysis**

We continue our evaluation of our program by comparing ourselves to history departments designated as "peer institutions. In this iteration of our strategic plan, the peer institutions included: Bloomsburg University, Murray State University, Northern Michigan University, Appalachian State University, Radford University, and Shippensburg University. We included two "aspirant institutions," meaning universities we (apparently) aspire to emulate: Georgia Southern University and James Madison University.

<table>
<thead>
<tr>
<th>University</th>
<th>Credits for BA/BS</th>
<th>Distribution Req's</th>
<th>Specific Req'd Classes</th>
<th>Areas of Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloomsburg</td>
<td>39 hrs.</td>
<td>50 hrs gen ed; 36 “distribution”</td>
<td>[6] 2 sem. US, 2 sem. West. Civ, Historiog/Methods, Research/Writing</td>
<td>3 Asian, 2 Middle East, 5 Africa, 1 Lat Am.</td>
</tr>
<tr>
<td>ASU</td>
<td>36</td>
<td>44 hrs gen ed</td>
<td>Sr. seminar; for BS add Sr. Colloquium</td>
<td>Public history, 2d’ary Ed.</td>
</tr>
<tr>
<td>University</td>
<td># UG history majors</td>
<td># grad students</td>
<td># degrees awarded annually</td>
<td># FT faculty</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------</td>
<td>-----------------</td>
<td>---------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Bloomsburg</td>
<td>250</td>
<td>0</td>
<td>50</td>
<td>13</td>
</tr>
<tr>
<td>Murray State Univ.</td>
<td>170</td>
<td>21</td>
<td>35 UG; 7 MA</td>
<td>11</td>
</tr>
<tr>
<td>N. Michigan Univ</td>
<td>Declined to respond</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASU</td>
<td>UG advisor declined to respond</td>
<td>32</td>
<td>unknown</td>
<td>14</td>
</tr>
<tr>
<td>Radford Univ.</td>
<td>170 hist; 140 soc. Science</td>
<td>0</td>
<td>40-50</td>
<td>unknown</td>
</tr>
<tr>
<td>Shippensburg Univ.</td>
<td>350</td>
<td>50</td>
<td>90 UG; 25 grad</td>
<td>19</td>
</tr>
<tr>
<td>Georgia S. Univ.</td>
<td>295</td>
<td>31</td>
<td>53</td>
<td>24</td>
</tr>
<tr>
<td>James Madison</td>
<td>443</td>
<td>33</td>
<td>65</td>
<td>33</td>
</tr>
</tbody>
</table>

For purposes of comparison, we include Western Carolina University’s statistics:

WCU: total credits for Hist. BA/BS: 33 hours

Distribution Requirements: 42 hours liberal studies

Specific Required courses: Hist. 297 (sophomore seminar—a methods class), total of 6 hours from US/Eur. surveys

Areas of Emphasis: Primarily US, Europe, Secondary Education, certificate program in public history

Total Student Population: 9,000+

Number of undergraduates in program: 105

Number of (FT/PT) graduate students: about 25

Number of degrees awarded: 2-6 graduate per year; 30 undergraduate

Number of FT faculty: 11, but in the process of hiring 3 more.
Number of PT faculty, adjuncts or non-departmental historians: 6—2 phased retired, 2 in administrative positions outside the department, 1 FT visiting, and only 2 true adjuncts. We also have three non-departmental historians.

Analysis of these statistics reveals that our program requires fewer history credits for a BA/BS than any of the named universities except for Georgia Southern University. Our distribution requirements line up comparably with these institutions, perhaps being a bit on the low side. In terms of specific required courses, our program compares well in terms of the hours specified. However, it is noteworthy that three of the other programs require students to take course in World History, a subject that is becoming increasingly sought after in high school history teachers. It is difficult to make meaningful comparisons of areas of emphasis; it could be argued that our program is broader in this realm.

In demographic terms, we have a comparatively small undergraduate program, but a relatively robust graduate program. There is clearly room to expand our numbers of undergraduate majors, however, in order not to sacrifice the close relationships our faculty build with students, as the number of undergraduate majors and graduate students grow, our faculty should continue to increase. It also appears that our graduate students proceed more slowly through the program than is the case with some of our peer institutions.

External Opportunities

The continued shortage of quality public school history teachers within North Carolina and across the nation will assist in recruitment, graduate placement, and an overall increase in the number of Social Science/History majors.

Heritage tourism and increased visitation of historic sites within the region has increased interest in the department’s new certificate in Public History and provide internships for students. The hire of a fulltime, tenure-track public historian within the department allows us to further benefit from tourism and interest in historic sites. Moreover, the appointment of departmental historian L. Scott Philyaw as director of the Mountain Heritage Center provides important venues for our students and the department to collaborate with the museum.

The proximity of the Eastern Band of the Cherokee Indians provides a significant resource for teaching, public history internship opportunities, and research. It also aids in recruiting students and faculty interested in studying Cherokee history and culture specifically, and Native American studies in general. Classes in these fields attract a variety of students who want to learn about Native America.

The appointment of departmental historian Laura Cruz as director of the Coulter Faculty Center provides a close link between the department and the University’s teaching center,
which will be of particular relevance given the number of new hires we have made and contemplate making in the next couple of years.

Recent events in the Middle East have increased interest in the history of that region. The department has added new courses to feed that interest, and plans to hire a trained, fulltime tenure-track Middle Eastern historian.

Our students continue to present research papers at a number of regional, state, national, and international conferences. They continue to receive funding from within the university and without, and have published their research in multiple formats. These professional activities will enhance their competitiveness in employment and acceptance into graduate programs.

The recent rise of on-line social networking provides other ways for the department to heighten its visibility and to maintain communication with alumni.

The spate of graduate students who have gone on to earn PhD’s in history and who are now professors at institutions around the nation provides networking and recruitment opportunities among both students and faculty.

*External Constraints*

Cullowhee is much closer to population centers in Georgia, South Carolina, and Tennessee than to most of North Carolina’s cities. Despite increased application to WCU in the past five years, the lack of reciprocal tuition agreements between North Carolina and their neighboring states continues to limit the university’s ability to attract quality students from the region.

Although resources for professional development (conferences, special courses, research, and publishing) have broadened slightly in the past few years, these are still quite limited and continue to make it difficult for faculty to remain active in their fields, to keep scholarship current and engaging, and to recruit and retain faculty. Given revisions in our CRD that mandate a published monograph for tenure (and a second one for promotion to full professor) and our anticipated hires of African and Middle Eastern historians, this constraint has become quite urgent. As a matter of comparison, history faculty at WCU are allocated $350 a year for conference and research travel; history faculty as Georgia Southern, one of our “aspirant” institutions, are given $1000 a year.

Similarly, undergraduate exit interviews reveal persistent concerns about the costs of education, despite the university’s efforts (through programs like book rental) to keep costs manageable. While economic hard times often tend to promote university attendance while students wait for their job prospects to improve, WCU’s reputation as a place that offers quality education at affordable prices will erode if costs cannot be controlled.
The (mis)perception that history, and the liberal arts in general, are not specifically targeted toward creating readily marketable skills can dissuade even interested students from choosing that major. This erroneous view emanates not only from popular culture sources but is sometimes unintentionally promulgated from within the university.

The failure of the UNC system consistently to address inequities in faculty salaries, workload, and the erosion of non-salary benefits, hampers our ability to recruit and retain top faculty.

The failure of the UNC system to provide regular, scheduled sabbaticals for faculty research and rejuvenation similarly hampers our ability to recruit and retain top faculty and detracts from the reputation of the UNC schools as a whole.

Steadily increasing administrative burdens on departments and individual faculty diminishes morale and consumes time and energy that might otherwise be channeled into the classroom or scholarship.

*Internal Strengths*

The growth of the program in all areas has been gratifying, although bringing with it certain complications. We continue to encourage this growth while modifying our programs to build on prior successes and adapt to the larger numbers of students we serve.

Graduates of the history program, at both the undergraduate and graduate levels, continue to find work in desirable careers and/or admission to Master’s and doctoral programs around the state and nation.

New hires—both in the past five years and projected for this current year—have strengthened the program tremendously, and offer us the opportunity to broaden and internationalize our curriculum.

History department faculty and graduate students remain active in their fields and continue to present their work at major conferences and to publish their work in scholarly journals and books. The outstanding and ongoing scholarly achievements of the history department faculty continue to enhance the department’s reputation. The faculty’s diverse backgrounds and strong secondary fields support a wide range of student interests and projects.

The department is very active in regional outreach activities. Faculty have participated in a variety of library programs, community presentations, and national programs such as Reacting to the Past. They have also served as consultants with museums, historic societies, and other public history venues.
The history department continues to provide a significant number of Liberal Studies courses—both upper and lower levels—which increases our opportunities to attract new majors.

Faculty in the department have been nominated for and have received a number of teaching awards. The vigorous departmental mentoring system has been mandated and firmly institutionalized into our culture and practice.

The department continues to sponsor the graduate student publication, *The Tuckasiegee Valley Historical Review*. This provides opportunities for publication and important work experience in editing, project coordination, and management for our students. In the past year, “The Tuck” began soliciting article submissions from graduate students in other programs in the region, heightening graduate student collegiality and contributing to the visibility of the department and its programs.

The department supports the History Club and Phi Alpha Theta (the discipline’s honor society). Support of these student organizations facilitates recruitment, retention, and recognition for students in the major.

The recent acquisition of additional travel funds through monies generated by the department’s summer school offerings is a welcome development, and may help to offset the otherwise deleterious affect of the current recession.

Technology in faculty offices and classrooms has been well matched to our needs.

*Internal Limitations*

Physical space remains, for the time being, adequate for teaching, advising and allocating faculty offices. The necessity of sharing these spaces with faculty from other departments, while not a significant problem now, may pose problems in the future. The lack of at least one large classroom has complicated our efforts to offer larger, experimental lecture/discussion courses, which provide valuable teaching experience to our best graduate students.

Because of hiring patterns over the past fifteen years, the department is heavy in the ranks of young, untenured and recently tenured faculty, but weaker with regard to older faculty, particularly full professors.

Hiring patterns over the last fifteen years have corrected the gender imbalance that previously characterized the department. However, the department remains lamentably lacking in racial, ethnic, and religious diversity.

The shortage of advanced level language courses at WCU and the recent decision of the MFL department to discontinue graduate readings courses in Spanish and French impacts the scope and range of historical research undergraduate and graduate students may
pursue. The inability to complete intermediate language courses will hamper MA students who seek admission to quality PhD programs.

The relative lack of competitive history scholarships limits the department’s ability to attract highly qualified undergraduate students.

The same is true of Graduate Assistantships. Despite the fact that our students have the same expenses as students in the sciences, our stipends remain significantly lower. The argument of other departments that they could not successfully recruit without decent GA’s applies equally to our department.

While recently hired faculty fill in long-standing gaps in the department, the department remains unbalanced in the numbers of American versus European historians. Given that at least half of our undergraduate majors opt to emphasize European history and our MA in History claims to prepare students in either field, we need to increase our European history faculty.

Student exit interviews, while laudatory of the department’s scholarly standards, devotion to teaching and learning, and meticulous advisement, indicate a student desire both for increased opportunities for experiential learning and for a more globally oriented curriculum.

*Values and Culture*

“The true value of a teacher is determined not by what he knows, nor by his ability to impart what he knows; but by his ability to stimulate in others a desire to know.”

Professor Robert L. Madison

*The History Department encourages:*

**Effective Teaching and Productive Scholarship**—because they form the bedrock of our calling and are each other’s natural complement. Teaching without scholarship becomes stale; scholarship without teaching becomes fruitless.

**Collegiality**—because it enhances our effectiveness and as a model for our students.

**Competent and Timely Advisement**—because it creates the means by which the Department’s students become aware of, and make provisions for their own intellectual and professional growth.

**Integrity**—because it constitutes the basis of all that we do as teachers and scholars.

*Mission*

Faculty of the History Department are professional teachers and scholars whose primary mission is to provide effective teaching and advisement to undergraduate and graduate students, to produce significant research and publication, and to provide appropriate service to the University and region. Within this tripartite mission, faculty members devote the majority of their time (50-60%) to undergraduate and graduate education. Approximately 30% of faculty time goes to scholarship, with the remaining 20% devoted to service to the University, region, and state.
Every faculty member in the History Department teaches in the Liberal Studies Program. All departmental offerings at the 100, 200, and 300 levels (except HIST 297, the introduction to the major) are approved as Liberal Studies courses. The history department is one of the few departments on campus to offer significant numbers of upper level Liberal Studies classes. The history department continues to offer more upper level Liberal Studies courses than any other department. This commitment to Liberal Studies also manifests itself in university service, as history department faculty continue to serve on Liberal Studies committees.

Every faculty member teaches in the graduate program. Our commitment to this principal ensures that faculty remain current in the historiography of their fields and exposes our graduate students to as wide a range of instructors as possible, which stimulates their intellectual growth.

The department is devoted to the model of synthetic learning highlighted in the University’s QEP program, and has become an early adopter of the QEP. We have also embraced the Boyer model in our departmental CRD and in our mentoring and collegial culture.

**Strategic Goals**
For the immediate future, the History Department is considering the following:

- Offer additional courses on thematic topics
- Develop additional courses and/or concentrations in non-Western History
- Consider developing more global and comparative courses
- Flesh out course offerings in European History
- Develop and offer more graduate seminar courses
- Encourage more courses embracing a global or world perspective
- Implement an outside evaluation of our graduate and/or undergraduate programs
- Encourage increased participation in the Study Abroad Program
- Encourage more students to opt for the certificate in Public History
- Promote thesis-writing among our best undergraduate majors
- Reassess the QEP as it moves from planning to implementation
- Seek creative ways to protect faculty time from the rising tide of paperwork
- Diversify the faculty in terms of race, ethnicity, and religious background

In pursuing these goals, the department plans, during the next strategic planning cycle (2-5 years) to

- Hire at least one more European history faculty member to aid in covering the broader time frame of European history, or to bring in new thematic approaches (someone outside the realm of social history, for example).

- Hire an additional faculty member to serve as a QEP-Faculty Liaison. This faculty member would teach 2-3 courses a year, but his or her primary responsibility would be to coordinate the department’s QEP initiatives and to monitor students’ Electronic
Brief cases (a significant and time-consuming element of the QEP, developed at the university level).

Continue to consider new avenues for student experiential learning, as both student exit interviews and our departmental QEP demand.

Continue to seek appropriate rates of growth in the undergraduate and graduate programs by our continued participation in First-Year Seminars, Open Houses, Career Fairs, new student orientations, and by continuing to offer focused workshops on career issues during advising week.

Consider ways to better enable our graduate students to complete their program within four semesters.

Match the growth of our programs with new hires of full-time, tenure track faculty in proportional to increased majors and numbers of graduate students. The department is committed to offering additional upper level Liberal Studies courses, for the discipline of history is ideally suited to proffer relevant, interesting courses to a variety of undergraduate majors. We hope to experiment with, and ultimately add to our catalog courses, such classes as the following:

- Environmental history
- Legal and Constitutional History
- History of American Business and Labor
- History of Medicine (US or comparative)
- History of Science (global)
- History of Tourism (US, global)
- History of Sports (US, Europe)
- History of Family and Community
- Diplomatic History (US, Europe)
- History of Technology (global)

Let it be noted that several of these courses have been taught at least once, thanks to hires made in the past five years. At the graduate level, in order to provide our students with a true graduate experience, we hope in the next five years to have a curriculum replete with 600-level seminars taught on a rotating (and thus predictable by students and their advisors) schedule.

Work with Hunter librarians to enhance library holdings in a variety of formats. We seek to support the teaching and research interests of our new hires, while broadening the primary and secondary sources available to our undergraduate and graduate students. We further seek conversations about the availability of journals and databases, and the wisdom of extensive investment of e-books.
Action Plan

In the fall of 2010, with this year’s hires on board, the department will meet to reconsider the history curriculum. As it is likely that Liberal Studies will be subjected to similar scrutiny at the university level, the department will both participate in those discussions and wed its curricular changes and recommendations to any alterations in the Liberal Studies curriculum. The faculty will also discuss the desirable student-faculty ratio within our courses and advising loads.

In the fall of 2010, the department will also reconsider the MA curriculum and course scheduling, to enable more of our fulltime graduate students to complete their studies within four semesters.

In the fall of 2010, the department will seek QEP money to hire a QEP-Faculty Liaison. This individual should be able to offer courses in some field of history, but should also bring experience in managing and monitoring student progress through QEP-like programs.

As soon as retirements or student FTE’s merit it, the department head will seek permission to hire an additional faculty member in some field in European history.

As soon as retirements or student FTE’s merit it, the department head will seek permission to hire an additional faculty member, in some field of non-Western history.

In all hires, the department will aggressively pursue the hiring of more diverse faculty.

In the spring of 2011, as the first year of QEP implementation comes to a close, the faculty will meet to reassess the successes and failures of the department’s QEP. We will repeat this assessment in the spring of 2013, as the first group of students under full sway of the QEP prepare to graduate.

In the fall of 2012, the department will seek an outside evaluation of our undergraduate/graduate program.

During the 5-year cycle, the department will meet with our Hunter Library liaison to discuss ways to enhance library holdings in a variety of formats, especially primary sources and those necessary to support classes taught by new faculty hires, continue to remind administrators of the need for timely upkeep of facilities (buildings, furniture, technology), continue to broaden course offerings at the undergraduate and graduate levels, and work to complement broader course offerings by judicious hiring, to keep the faculty-student ratio in line with the University’s stated ideals.
History, B.A.

Major Requirements

Modern Foreign Language (6 hours)
- UPL 231 Credits: 3
- UPL 232 Credits: 3

Survey Credits (6 hours)
- HIST 221 - European History to 1557 Credits: 3
- HIST 222 - European History Since 1557 Credits: 3
- HIST 333 - American History to 1865 Credits: 3
- HIST 334 - American History Since 1865 Credits: 3

Methods Credits (3 hours)
- HIST 397 - Sophomore Seminar Credits: 3

Upper Division Electives (24 hours)
24 hours of junior-senior electives to include 6 hours in United States History, 6 hours in European History, 3 hours in non-Western History. Students must complete a Capstone Experience. At least 8 hours must be at the 400 level.

HIST 395 will be double counted as an upper level division elective course in the history major for dual-degree students seeking a BA in History and a BS in Social Sciences Education. It is a requirement in the Social Sciences Education.

Additional Requirements

To complete the program, a total of 39 hours is required, including a minor, or a second major, or another approved program and general electives. At least 30 hours of the courses taken at WCU must be at the junior-senior level to meet one of the general university degree requirements.

Students should consult their advisors during the term before their senior year to create a plan for their Capstone Experience.

Visit the department's website at [http://www.wcu.edu/history](http://www.wcu.edu/history) to view the 8 semester curriculum guide.
History, B.S.

Total number of hours for program: 120.
Students who elect to pursue the BS as part of the double-degree program in Social Sciences Education (SSED) could exceed the 120 credit hours.

Liberal Studies Hours: 42

Liberal Studies Program Requirements

Major Requirements

- MATH 170 - Applied Calculus: 3 credits

Survey Credits (5 hours)

Take any two of the following:

- HIST 231 - European History to 1517: 3 credits
- HIST 232 - European History Since 1517: 3 credits
- HIST 233 - American History to 1865: 3 credits
- HIST 234 - American History since 1865: 3 credits

Methods Credits (2 hours)

- HIST 297 - Sophomore Seminar: 3 credits

Upper Division Electives (24 hours)

24 hours of upper-division electives to include 6 hours in United States History, 6 hours in European History, 3 hours in non-Western History. Students must complete a Capstone Experience. At least 9 hours must be at the 400 level history courses.

HIST 395 will be double counted as an upper division elective course in the history major for dual-degree students seeking a BS in History and a BSED in Social Science Education. It is a requirement in the SSED program in Social Science Education.

Additional Requirements

To complete the program, a total of 42 hours is required, including a minor, or second major, or other approved program and general electives. At least 20 hours of the courses taken at WCU must be at the junior-senior level to meet one of the general university degree requirements.

Students should consult their advisors during the term before their senior year to create a plan for their Capstone Experience.

Visit the department's website at [http://www.wcu.edu/history/](http://www.wcu.edu/history/) to view the 6-semester curriculum guide.

RETURN TO CATALOG SEARCH
History (M.A.)

Program Admission Requirements

In addition to the Graduate School Admission Requirements, applicants for degrees in history must have achieved an average grade of B or higher as defined by the major department in upper-level undergraduate courses in the major. A personal interview may be requested. Applicants to the M.A. program in history are encouraged to submit a writing sample. General Test of the Graduate Record Examinations is required as are three recommendations from former instructors who are in a position to judge the applicant's aptitude for graduate study.

Program Description

The program for the M.A. degree in history (American or European concentration) requires a minimum of 30 semester hours (at least 18 of the 30 hours must be at the 600 level) of graduate study, satisfactory performance in a foreign language examination approved by the History Department, and a satisfactory performance in a comprehensive written examination over all coursework for the degree. Students will choose one of the following options:

Non-Thesis Option (American or European concentration) Hours: 30

This is a non-thesis degree designed for students who do not intend to continue graduate studies beyond the master's level. It requires a minimum of 30 semester hours of approved coursework, including HIST 631 and 6 hours outside the student's principal concentration.

Thesis Option (American or European concentration) Hours: 30

Requires a minimum of 30 semester hours of approved coursework, including HIST 631 and 3 hours of thesis credit (HIST 699). Candidates must pass an oral examination in defense of the thesis.

Cherokee Studies Option (American concentration, thesis or non-thesis) Hours: 30

Requires a minimum of 30 semester hours of approved coursework, including 3 hours of HIST 699 for those writing a thesis, 18 hours (3 additional hours for non-thesis option) in American history courses (including HIST 545 and 631), 9 hours in Cherokee Studies concentration selected from ANTH 561, ANTH 573, ASI 694, ENGL 584, or other courses approved by the graduate advisor.

Public History Option (American concentration) Hours: 30

This is a non-thesis option designed to prepare students for entry level positions related to public history. It requires the completion of a minimum of 30 semester hours of approved coursework, including HIST 631 and 689, 9 hours selected from HIST 571, 572, 573, 574, and 15 hours of guided electives exclusive of public history courses.
History, Minor

Total number of hours for the program: 21.

Minor Requirements
The minor requires 21 hours, including 6 hours from:
- HIST 221: European History to 1817 Credits (3)
- HIST 222: European History Since 1817 Credits (3)
- HIST 223: American History to 1865 Credits (3)
- HIST 224: American History Since 1865 Credits (3)

Electives
15 hours of junior-senior history electives.

http://catalog.wcu.edu/preview_program.php?catoid=25&poid=2808&return... 3/12/2012
Appalachian Studies (Interdisciplinary), Minor

Minor Requirements
The minor requires 21 hours, including:

- AST 250: Introduction to Appalachian Studies Credits (3)
- AST 450: Appalachian Studies Seminar Credits (3)

Electives
15 hours of electives from:

- ANTH 417: Southern Appalachian Culture Credits (3)
- ANTH 472: Contemporary Issues in Appalachian Culture and Society Credits (3)
- BCG 201: Natural History of the Southern Appalachian Credits (4)
- EGOL 362: Appalachian Folklore Credits (3)
- GEOG 441: Geography of Appalachian Credits (3)
- HIST 442: Appalachian History Credits (3)
- HIST 445: Appalachian History Credits (3)
- HIST 446: Southern Appalachian History Credits (3)
- HIST 447: Local History and Genealogy Credits (3)

At catalog © 2012 Western Carolina University. Powered by the academic catalog management system (ACMOS™).
CURRICULUM CHECK SHEET FOR BA & BS IN HISTORY  
LIBERAL STUDIES, 42 HOURS (See Reverse Side) 6/01/04

- C1 English 101  
- C1 English 102  
- C2 Math 101 or higher  
- C3 CMHC 201  
- C4 Heal 111, 123 or HSOC 101  
- C5 Science (different discipline)  

FIRST-YEAR SEMINAR (3 CREDIT HOURS)
(Required 0-15 hrs, optional 15.1-29.9 hrs, closed if over 30 hrs—must take elsewhere)

PERSPECTIVES (18 CREDIT HOURS) [3 hours must be upper-division]

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>LOWER LEVEL COURSES</th>
<th>UPPER DIVISION COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1 Social Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P1 Social Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P2 Sciences NOW C5</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>P2 Sciences NOW C5</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>P3 History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P4 Humanities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P5 Haus &amp; Performing Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P6 World Cultures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HISTORY PROGRAM REQUIREMENTS (3-6 HOURS)

For B.A. Degree: MFL 231-232 or 240 (6 Hours)  
For B.S. Degree: Math 170 (3 Hours) Counts also for C2#  

HISTORY MAJOR (33 HOURS)

A. Required Courses (6 hours) – Select any two from the following:

- History 221
- History 222
- History 231
- History 232

B. Required Course – Sophomore Seminar (3 hours):
- History 297

C. Upper-Division Electives (24 hours at 300-400 level):

- American History Elective
- American History Elective
- European History Elective
- European History Elective
- Non-Western Elective (Asia, Africa, Latin America, Middle East)
- Elective
- Elective
- Elective

MINOR 2D MAJOR & ELECTIVES (39-42 HOURS) Name

- Course 1 (3)
- Course 2 (3)
- Course 3 (3)
- Course 4 (3)
- Course 5 (3)
- Course 6 (3)
- Course 7 (3)
- Course 8 (3)
- Course 9 (3)
- Course 10 (3)
- Course 11 (3)
- Course 12 (3)
- Course 13 (3)
- Course 14 (3)

OTHER GRADUATION REQUIREMENTS: A) earn a minimum of 120 semester hours; B) GPA of 2.0 GPA on all work at WCU and on major at WCU; C) earn 32 hours at WCU in junior-senior level courses, including at least 12 hours in the Major.
Eight-Semester Plan for B.A. in History

**Major Program Guide For: B.A. in History**

**Suggested Course Sequence**

- Total Hours for Degree: 120
- Total Hours of Pre-requisites: 6
- Any notes or other information:
  - Total Hours of Pre-requisites: 6 hours of MFL 231-232.
  - Junior-Senior History electives must include six hours of American, six hours of European, and three hours of non-Western history. At least 9 hours must be at the 400-level.
  - Degree requires a minor, second major, or approved program.
  - Students may finish earlier if they attend summer school at WCU or another approved institution.

<table>
<thead>
<tr>
<th>Course Prefix or Liberal Studies Requirement</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
<th>Course Prefix or Liberal Studies Requirement</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Seminar</td>
<td>190</td>
<td></td>
<td>3</td>
<td>C5</td>
<td></td>
<td>Physical &amp; Biological Sciences</td>
<td>3</td>
</tr>
<tr>
<td>C5</td>
<td></td>
<td>Physical &amp; Biological Sciences</td>
<td>3</td>
<td>ENGL</td>
<td>102</td>
<td>Composition II</td>
<td>3</td>
</tr>
<tr>
<td>P3</td>
<td></td>
<td>History</td>
<td>3</td>
<td>HEAL</td>
<td>123</td>
<td>Health and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>ENGL (C1)</td>
<td>101</td>
<td>Composition I</td>
<td>3</td>
<td>CMHC</td>
<td>201</td>
<td>Intro to Speech Communications</td>
<td>3</td>
</tr>
<tr>
<td>MATH (C2)</td>
<td>101</td>
<td>Mathematical Concepts</td>
<td>3</td>
<td>HIST</td>
<td>221, 222, 231, or 232</td>
<td>History</td>
<td>3</td>
</tr>
</tbody>
</table>

Students should try to take History 221, 222, 231, or 232 for their P3 if possible.
Upper Level Perspective (ULP): An approved Upper Level Liberal Studies Perspectives course is required in one of the Liberal Studies Perspectives categories.

### Junior Year

<table>
<thead>
<tr>
<th>Course Prefix of Liberal Studies Requirement</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
<th>Course Prefix of Liberal Studies Requirement</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>P6 World Cultures (ULP)</td>
<td>300/400 Level Liberal Studies Course</td>
<td>3</td>
<td>MFL (Spanish, French, or German)</td>
<td>232</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFL (Spanish, French, or German)</td>
<td>231</td>
<td>3</td>
<td>HIST Jr-Sr Credits</td>
<td>300 or 400 Level History Course</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST Jr-Sr Credits</td>
<td>300 or 400 Level History Course</td>
<td>3</td>
<td>HIST Jr-Sr Credits</td>
<td>300 or 400 Level History Course</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor Credits</td>
<td>300 or 400 Level History Course</td>
<td>3</td>
<td>Minor Credits</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor Credits</td>
<td>3</td>
<td>Elective Credits</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Senior Year

<table>
<thead>
<tr>
<th>Course Prefix of Liberal Studies Requirement</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
<th>Course Prefix of Liberal Studies Requirement</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Credits</td>
<td>3</td>
<td>HIST Jr-Sr Credits</td>
<td>300 or 400 Level History Course</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIST Jr-Sr Credits</td>
<td>300 or 400 Level History Course</td>
<td>3</td>
<td>HIST Jr-Sr Credits</td>
<td>300 or 400 Level History Course</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NOTES:

- **Total Hours for Degree:** 120
- **Total Hours of Pre-requisites:** 6
- **Any notes or other information:**
  - Total Hours of Pre-requisites: 6 hours of MFL 231-232.
  - Junior-Seniors History electives must include six hours of American, six hours of European, and three hours of non-Western history. At least 9 hours must be at the 400-level.
  - Degree requires a minor, second major, or approved program.
- Students may finish earlier if they attend summer school at WCU or another approved institution.
HISTORY PROGRAM ASSESSMENT

DEPARTMENT MISSION:

Faculty of the History Department are professional scholars whose primary mission is to provide effective teaching and advisement to undergraduate and graduate students, produce significant research and publication, and to provide appropriate service to the University and region. The History Department encourages effective teaching and scholarship, collegiality, competent and timely advisement, and integrity.

Source: History Department Strategic Plan (2004)

PROGRAM GOALS:

Through the History major, the Department seeks:

1. To impart to students a body of knowledge about the global past and its relationship to the present and the future.
2. To cultivate in students the ability to evaluate diverse perspectives and the capacity for moral reflection.
3. To help students develop an understanding of change over time.
4. To cultivate in students the ability to think critically.
5. To help prepare students for productive, meaningful, and responsible lives beyond the university.

Sources: History Department Strategic Plan (2004) and History Department Preliminary QEP Statement (2008).

HISTORY DEPARTMENT QEP AND THE HISTORICAL PROFESSION

The History Department views the QEP as an opportunity to support university initiatives, while improving its ability to meet the goals of the broader historical profession. The department has selected program goals and student learning outcomes that reflect both the university's QEP and the values of the discipline of history. In drafting this document and other QEP reports, the department has drawn upon resources made available by the American Historical Association, in particular Peter N. Stearns, "Why Study History?" (American Historical Association, 1998) and Stanley Katz and James Grossman, "The History Major and Undergraduate Liberal Education: Report of the National History Center Working Group to the Teagle Foundation" (American Historical Association, 2008, both reports available online, www.historians.org).
ALIGNMENT OF PROGRAM MISSION WITH UNIVERSITY AND COLLEGE MISSION:

Complementing the missions of the University as well as the College of Arts and Sciences, the Department of History strives to create engaged learners who are historically literate, intellectually acquisitive, and academically proficient. For both majors and non-majors alike, the Department achieves this goal through rigorous adherence to the principal of sustained excellence in teaching, research, and service. By means of the assessment vehicles established in the departmental QEP and in order to ensure personal and professional success, history faculty remain vigilant in the monitoring of both individual and collective performance. All the while they remain open to adaptation to the ever changing nature of the universitas magistrorum et scholarium.

HISTORY PROGRAM STUDENT LEARNING OUTCOMES:

History majors will:

1. Encounter a broad range of periods, cultures, ideas, and perspectives.
2. Demonstrate proficiency in historical research and writing, including the ability to synthesize information from multiple sources into a coherent whole.
3. Demonstrate an understanding of change over time and historical causation.
4. Apply critical thinking skills to historical problems.
5. Evaluate perspectives and arguments from the past and about the past.
HISTORY DEPARTMENT LEARNING OUTCOMES AND THE UNIVERSITY QEP:

WCU students are expected to:

1. Integrate information from a variety of contexts.

Historical research and writing (History Outcome #2) and the examination of historical problems (History Outcome #4) involve the integration of information from multiple sources into a coherent whole and thus directly support this university goal.

2. Solve complex problems.

History Outcome #4 directly supports this university goal, as does the practice of historical research (History Outcome #2). An understanding of change over time and historical causation (History Outcome #3) also contributes to the ability to solve complex problems.

3. Communicate effectively and responsibly

Historical research and writing (History Outcome #2) help students to learn to communicate effectively and responsibly.

4. Practice Civic Engagement

By encouraging students to evaluate arguments from the past and about the past (History Outcome #5) and by teaching students about historical causation (History Outcome #3), history helps students to develop the ability to make responsible judgments regarding contemporary life.

5. Clarify and act on purpose and values

In exposing students to a broad range of ideas, periods, cultures, and perspectives different from their own (History Outcome #1), history helps students to understand and clarify their own ideas and values.

ASSESSMENT MATERIALS:

- HIST 297 research papers
- Senior capstone projects
- Exit interviews with graduating history majors
- Causation and critical thinking exercise, administered at the same time as the exit interviews (see appendix)
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Experiences</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>History majors will learn about a broad range of periods, cultures, ideas, and perspectives.</td>
<td>200-level surveys provide broad introductions to European and United States history. Upper-level electives provide specialized content and ideas regarding particular places and periods. The history major requires at least two U. S. history electives, two European history electives, and one non-western history elective.</td>
<td>The Assessment Committee will examine department course offerings to ensure sufficient temporal breadth and cultural and geographic diversity.</td>
</tr>
<tr>
<td>History majors will demonstrate proficiency in historical research and writing, including the ability to synthesize information from multiple sources into a coherent whole.</td>
<td>The Sophomore Seminar provides an introduction to historical research methods. Upper-level electives provide opportunities for individual research projects. Capstone contracts and senior theses involve the application of research skills to a significant individual project.</td>
<td>The Assessment Committee will examine Sophomore Seminar research papers and Senior Capstone products to judge levels of proficiency in research and writing.</td>
</tr>
<tr>
<td>History majors will demonstrate an understanding of change over time and historical causation.</td>
<td>200-level surveys introduce major developments and transformations in European and United States history. Upper-level electives provide opportunities to study change and continuity in particular places and periods.</td>
<td>The Assessment Committee will examine the Causation and Critical Analysis Exercises to gauge students' understanding of change over time and historical causation.</td>
</tr>
<tr>
<td>Outcome</td>
<td>Experiences</td>
<td>Assessment Methods</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>History majors will apply critical thinking skills to historical problems.</td>
<td>The Sophomore Seminar introduces the critical skills distinct to the discipline of history and provides opportunities for individual investigation of historical questions.</td>
<td>The Assessment Committee will examine Sophomore Seminar research papers and Senior Capstone products for evidence of the application of critical thinking skills to historical questions.</td>
</tr>
<tr>
<td></td>
<td>Upper-level electives provide group and individual investigation of historical issues.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Capstone contracts and senior theses involve individual investigation of historical questions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Experiences</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>History majors will evaluate perspectives and arguments from the past and about the past.</td>
<td>200-level surveys introduce varying interpretations of major issues in European and United States history.</td>
<td>The Assessment Committee will examine Sophomore Seminar research papers and Senior Capstone products for evidence of students' ability to evaluate differing perspectives and arguments.</td>
</tr>
<tr>
<td></td>
<td>The Sophomore Seminar includes discussion of varying schools of history, modes of interpretation, and approaches to the past.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Upper-level electives provide opportunities to evaluate diverse perspectives on issues related to particular places and periods.</td>
<td></td>
</tr>
</tbody>
</table>
RUBRICS:

1. History majors will learn about a broad range of periods, cultures, ideas, and perspectives.

| No rubric necessary. The Assessment Committee will examine department course offerings to ensure sufficient temporal breadth and cultural and geographic diversity. At present, the history major requires at least two U. S. history electives, two European history electives, and one non-western history elective. |

2. History majors will demonstrate proficiency in historical research and writing, including the ability to synthesize information from multiple sources into a coherent whole.

<table>
<thead>
<tr>
<th>Position/Argument</th>
<th>Emerging</th>
<th>Developing</th>
<th>Achieving</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presents summary of the topic</td>
<td>Presents basic argument</td>
<td>Presents clear argument</td>
<td>Presents convincing argument</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sources and Research</th>
<th>Identifies sources</th>
<th>Identifies historical sources</th>
<th>Identifies relevant and appropriate sources</th>
<th>Identifies best available sources</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Analysis</th>
<th>Provides description of sources</th>
<th>Provides analysis of sources</th>
<th>Provides competent analysis of sources</th>
<th>Provides thorough and effective analysis of sources</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Synthesis</th>
<th>Demonstrates ability to present different sources</th>
<th>Demonstrates ability to utilize different sources</th>
<th>Demonstrates ability to blend sources</th>
<th>Demonstrates ability to blend multiple sources into a coherent whole</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th>Displays weak skills in written communication</th>
<th>Displays basic skills in written communication</th>
<th>Displays competent skills in written communication</th>
<th>Displays effective skills in written communication</th>
</tr>
</thead>
</table>
3. History majors will demonstrate an understanding of change over time and historical causation.

<table>
<thead>
<tr>
<th></th>
<th>Emerging</th>
<th>Developing</th>
<th>Achieving</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connection of Causes and Effects</td>
<td>Provides narrative of historical actions/actors</td>
<td>Connects historical actions and actors</td>
<td>Connects cause and effect clearly</td>
<td>Connects cause and effect clearly and convincingly</td>
</tr>
<tr>
<td>Recognition of Complexity</td>
<td>Recognizes chronological narrative</td>
<td>Recognizes historical causation</td>
<td>Recognizes complexity of historical causation</td>
<td>Recognizes and displays appreciation for the complexity of historical causation</td>
</tr>
</tbody>
</table>

4. History majors will apply critical thinking skills to historical problems.

<table>
<thead>
<tr>
<th></th>
<th>Emerging</th>
<th>Developing</th>
<th>Achieving</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptualization</td>
<td>Identifies historical issue</td>
<td>Identifies some aspects of historical issue</td>
<td>Identifies relevant aspects of historical issue</td>
<td>Identifies complex aspects of historical issue</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Considers single perspective</td>
<td>Considers limited perspectives</td>
<td>Considers multiple perspectives</td>
<td>Considers complexity of perspectives</td>
</tr>
<tr>
<td>Application</td>
<td>Articulates limited interpretation</td>
<td>Articulates basic interpretation</td>
<td>Articulates appropriate interpretation</td>
<td>Articulates nuanced interpretation</td>
</tr>
</tbody>
</table>

5. History majors will evaluate perspectives and arguments from the past and about the past.

<table>
<thead>
<tr>
<th></th>
<th>Emerging</th>
<th>Developing</th>
<th>Achieving</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding Perspectives from the Past (Historical Empathy)</td>
<td>Conveys limited empathy with historical subjects</td>
<td>Conveys general empathy with historical subjects</td>
<td>Conveys specific empathy with historical subjects</td>
<td>Conveys and integrates empathy with historical subjects</td>
</tr>
<tr>
<td>Understanding Arguments about the Past (Historiography)</td>
<td>Understands the past uncritically</td>
<td>Understands differing interpretations of the past</td>
<td>Understands historiographical thinking</td>
<td>Understands and applies historiographical thinking</td>
</tr>
</tbody>
</table>
APPENDIX: Causation and Critical Thinking Exercise

The history department uses your responses to the questions below in order to assess the effectiveness of the program. Your careful and thoughtful responses are greatly appreciated.

QUESTION 1: KNOWLEDGE OF HISTORICAL CHANGE OVER TIME

Choose one of the major historical events listed below. What do you think is the major cause of causes of the selected event? Why do you think so?

American Civil War  World War I  World War II
Cherokee Removal  Fall of Roman Empire  Atlantic slavery
Vietnam War  Renaissance  French Revolution
Civil Rights  Discovery of America  American Revolution
Manifest Destiny  Industrial Revolution  Peloponnesian War

QUESTION 2: CRITICAL EVALUATION OF SOURCE MATERIAL

Carefully review the primary source below.
-What time period and geographical area (i.e. US, Europe, etc.) do you think it comes from? Why do you think so?
-What is the point of view of the source? What view is it opposing? Why do you think so?
-What does the source tell us about the place and time from which it came?
1. Read, write, think critically, synthesize ideas, and create arguments in historical context.
2. Recognize and articulate an understanding of historical methodology, including historical forces, cause and effect, and periodization.
3. Exhibit an understanding of the breadth of history sufficient to describe human historical development across time and place.

Student Learning Outcomes:

1. Program Goals:

   a. Provide the use of library and web sources critical to achieving an understanding of historical methodology.
   b. Foster and promote cultural and co-curricular experiences that enable students to achieve an understanding of historical methodology.

Program: B.S./B.A. History
Department: History and Social Sciences
College: Arts and Sciences
As of 07/21/2006
<table>
<thead>
<tr>
<th>Date</th>
<th>Document: Evaluation of the Humanities Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 07</td>
<td>(Annually) College Review</td>
</tr>
<tr>
<td></td>
<td>Department of Arts and Sciences</td>
</tr>
<tr>
<td></td>
<td>Dean, and Dean of the Arts and Sciences</td>
</tr>
<tr>
<td></td>
<td>The college Humanities areas developed within</td>
</tr>
<tr>
<td></td>
<td>student enrollment issues, departmental focus,</td>
</tr>
<tr>
<td></td>
<td>faculty load and budget is justified. Worry if</td>
</tr>
<tr>
<td></td>
<td>possible when:</td>
</tr>
<tr>
<td></td>
<td>tuition waivers</td>
</tr>
<tr>
<td></td>
<td>N=4000.00</td>
</tr>
<tr>
<td></td>
<td>C=544.00</td>
</tr>
<tr>
<td></td>
<td>0.47% of 2%</td>
</tr>
<tr>
<td></td>
<td>Consider adding 2 million $0.000683 to 600</td>
</tr>
<tr>
<td></td>
<td>will be increased from 9 GA positions allowed.</td>
</tr>
<tr>
<td></td>
<td>Increase G.A. stipends and number</td>
</tr>
<tr>
<td></td>
<td>Office of the Provost</td>
</tr>
<tr>
<td></td>
<td>Develop Fall 06</td>
</tr>
<tr>
<td></td>
<td>Department</td>
</tr>
<tr>
<td></td>
<td>course positions</td>
</tr>
<tr>
<td></td>
<td>Reallocation of courses and</td>
</tr>
<tr>
<td></td>
<td>Office, Spring 07</td>
</tr>
<tr>
<td></td>
<td>Develop Fall 06</td>
</tr>
<tr>
<td></td>
<td>Graduate School</td>
</tr>
<tr>
<td></td>
<td>Department Graduate and Undergraduate</td>
</tr>
<tr>
<td></td>
<td>Committee</td>
</tr>
<tr>
<td></td>
<td>College</td>
</tr>
<tr>
<td></td>
<td>Explore with the department and</td>
</tr>
<tr>
<td></td>
<td>Revisit program in VCU</td>
</tr>
<tr>
<td></td>
<td>Define a focus that is unique to</td>
</tr>
<tr>
<td></td>
<td>Date of Review</td>
</tr>
<tr>
<td></td>
<td>Responsible(s)</td>
</tr>
<tr>
<td></td>
<td>Resources</td>
</tr>
<tr>
<td></td>
<td>Strategic Action</td>
</tr>
<tr>
<td></td>
<td>Recommendation</td>
</tr>
<tr>
<td></td>
<td>Recommendations:</td>
</tr>
<tr>
<td></td>
<td>Work ethic of faculty committed to undergraduate as well as graduate education</td>
</tr>
<tr>
<td></td>
<td>High level of collegiality between faculty and students as well as faculty members</td>
</tr>
<tr>
<td></td>
<td>High level of research and scholarship conducted by faculty members given teaching emphases</td>
</tr>
<tr>
<td></td>
<td>Faculty members deeply committed to teaching, advising and mentoring graduate students</td>
</tr>
<tr>
<td></td>
<td>Science:</td>
</tr>
<tr>
<td></td>
<td>Program: MA History</td>
</tr>
<tr>
<td></td>
<td>Program Development Plan</td>
</tr>
</tbody>
</table>

<p>| Date: March 2006 | Department: History |</p>
<table>
<thead>
<tr>
<th>Fall 06</th>
<th>Reviews of programs taken by the end of Fall 06</th>
<th>Deans of AGS and EAP, and department chairs</th>
</tr>
</thead>
</table>

Further Action Needed: (add to strategic actions)

Comments: Date:

Update #1

Further Action Needed: (add to strategic actions)

Comments: Date:

Update #2

Reduce advising loads in MAT

Investigate possibility of professional advisors to undergraduate and graduate programs being discussed across education departments.

N=
### Western Carolina University
Department of History
College of Arts and Sciences
Annual Assessment Report for 2010-2011
Includes the following degree programs:
BA/BS in History

**Primary Contact Information:**
History: Vicki Szabo, 206 C Mckee, 828-227-3911

<table>
<thead>
<tr>
<th>Student Learning outcome Assessed</th>
<th>Method of Assessment</th>
<th>Results of Assessment</th>
<th>Implementation of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>To read, write, think critically, synthesize ideas, and create an argument</td>
<td>HIST 297 Sophomore Seminar, Research Methods Paper / Senior Exit Interviews Rubric included the following areas: - bibliography - thesis statement - appropriate citation - general grammar - paragraph formation - proofreading - page length - significant secondary sources - appropriate primary sources - conclusion - overall rating</td>
<td>62% of students meet expectations for this significant research paper. 9% of students exceeded expectations for this research paper. 29% of students failed to meet expectations for this significant research paper. While the number of students meeting expectations increased slightly over last year (57.5% in 2009-2010), the number who exceeded expectations declined significantly (24.5% in 2009-2010). Likewise, there was a significant increase in the number of students who failed to meet expectations (up from 18% in 2009-2010). Students were generally strong in the rudiments of a basic research paper (thesis, grammar,</td>
<td>The past two years’ assessment reports have commented on 297 instructors’ focus on improving citation, and these efforts are noticeable in that the majority of students (60%) are citing appropriately. 30% of students in senior exit interviews specifically noted that 297 improved their citation skills. All evaluators of 297 papers noted a problematic use of internet sources, including random blogs and non-academic websites. 297 instructors may focus efforts on this issue in the coming year. The majority of students meet expectations in their overall rating, although papers are described as largely descriptive or narrative and not yet</td>
</tr>
</tbody>
</table>
| Have an understanding of historical methodology, including historical forces, cause and effect, and periodization | HIST 297 Sophomore Seminar, Research Methods Paper / Senior Exit Interviews | 70% of students wrote papers in HIST 297 that demonstrated a sustainable thesis, maintained focus on that thesis through well-developed paragraphs (88%), and offered appropriate analytical. A survey of 400-level research papers may aid in tracking student analytical development. In exit interviews, 70% of students said that 297 improved their research and writing skills in ways that aided in later courses. In HIST 297 papers, only one student offered a thesis statement that reviewers deemed as exceeding expectations. The department may wish to revisit research paper requirements in upper division classes and focus more on argument and analysis exercises that will help students develop analytical as opposed to narrative skills.
| Conclusions (84%).  
In graduating senior exit interviews, 58% stated that the most meaningful aspects of the history major was their development of analytical and writing skills. HIST 297 was especially praised for those specific skills, and was cited as the most useful course for completion of the degree (42%).  
Students offered few specific weaknesses of the major. 46% of students indicated no weaknesses. Single students indicated displeasure for particular courses or the need for more specific course for social science education majors. When asked about language and statistics requirements, 58% of students praised language requirements. Students requested a greater diversity of languages to be offered. One student found MATH 170 to be useful or meaningful for his/her degree; 25% thought it was specifically not useful.  
and students’ later upper division history coursework.  
Few History students availed themselves of extracurricular opportunities like NCUR, Expo, Study Abroad, Internships, or other scholarly activities. This is a notable decline from previous years (83% of students did not participate in any of these activities). Those who did participate in these activities noted in their exit interviews that these were extremely valuable opportunities that helped develop professionalism and a greater depth of historical understanding. The History Department must be more proactive in encouraging our students to develop meaningful skills through activities such as these. Toward this end, we could choose to revisit a now defunct student-run conference once held at WCU for historical research.  
The department could also revisit the BS requirements or think of ways to make statistics more relevant within our major. |
| Possess a breadth of history sufficient to understand human historical development across time and place | HIST 297 Sophomore Seminar, Research Methods Paper / Senior Exit Interviews | HIST 297 papers offered topics that ranged from ancient Greece through the Beach Boys. Our students certainly have exposure to the breadth of historical fields in the research which they choose to pursue.

In asking students to evaluate curriculum offerings, 50% were completely or mostly satisfied with the offerings, only asking that some courses be offered more frequently (especially Civil War (3), Southern History, Appalachian, Women's history, Roman History, 'Barbarian' history (3), Asian History) in specific fields, students offered a panoply of courses of Interest, including one request for the History of New Zealand. There were no clear patterns or uniform requests for courses other than those fields mentioned above. | In considering where to expand our curriculum, student requests would indicate a desire for more world history courses or comparative courses.

The department may consider a new approach to visiting speakers to help fill this need, perhaps through creation of a monthly seminar series that brings local or regional faculty to campus to offer lectures or workshops on global topics. |
Assessment Report, 2010-2011
Master of Arts in History
Tracks in American, European, Cherokee, and Public History

Direct Assessment Methods

Master's Theses
The following student completed Master's theses in history:
  Matt Blaylock

The following students defended proposals for Master's theses in history:
  James Owen
  Erin Ludwick
  Nathaniel Holly

Internships
The following student completed public history internships:
  Carter Bruns
  Laura Lansford

Max and Sarah Williams Scholarship:
  Sonrisa Crespin
  Sarah Beth Lee

John Bell Travel Money:
The following student received $100 from the John Bell graduate student fund:
  Ariel Rocchio

Lucy Ann Nordyke Fellowship Fund
  Nathaniel Holly

Comprehensive Exams
  Summer comprehensive exams: three students took the exam and all three passed.
  Fall comprehensive exams: four students took the exam; one failed and three passed.
  Spring comprehensive exams: eight students took the exam; five passed with one receiving a High Pass; three failed.

Student Publications and Presentations

Jane Adams, "The Importance of Sports Among the Eastern Band of Cherokee Indians," 34th Annual Appalachian Studies Conference, March 12, 2011, Eastern Kentucky University, Richmond, KY.


Beverly Ellis, “Henry Berry Lowery: A Legacy of Folk Ideology and Activism,” Graduate Research Symposium, March 24, 2011, WCU.


Jonathan Williams, “And These Signs Shall Follow Them: Snake Handling in Central and Southern Appalachia,” Graduate Research Symposium, March 24, 2011, WCU.


Ben Pullin, "'Every Necessary Thing': The Carolina Deerskin Trade and the Erosion of Cherokee Culture in the Early and Mid-18th Century," Graduate Research Symposium, March 24, 2011, WCU.

The Tuckasegee Valley Historical Review has completed its seventeenth continuous year of publication.

**Indirect Assessment Methods**

**Student Awards and Honors**
- Hilary Lindler won the Humanities Research Award from the 2011 WCU Graduate Research Symposium.
- Nathaniel Holly won the award for Best Overall Research Presentation at the 2011 WCU Graduate Research Symposium.
- James Owen was one of three graduate students accepted into the NEH Summer Institute for Teachers, "People and Place: Land and People in Appalachia."
- Sarah Beth Lee received a WCU Chancellor's Fellowship.
- Nathaniel Holly received a WCU Graduate School Study Grant.
- Brian Lavender, Sonrisa Crespin and Thomas Beaver received a WCU New Graduate Student Incentive Award.

**Data on employment and graduate placement**
- Three [3] students were accepted into doctoral or other professional programs.
- Two [2] students are employed in fields related to their Master's training.
- Matt McDonough (2007), a PhD candidate at Kansas State University won that school's Presidential Award in Undergraduate Teaching Excellence.
- Tonya Carroll (2009) was named Miss Cherokee for 2010.

**Recruitment, Retention and Graduation Data**
- Seventeen [17] new students entered the program in the Fall of 2010.
- One [1] new student entered the program in the Spring of 2011.
- Two [2] students left the program (one received multiple failing grades, one for personal reasons).
- Eight [8] students graduated with their Master's degrees (or will have by the end of the summer).
- Fifteen [15] students applied for admission to the Fall 2011 class.
- Fourteen [14] students have been accepted for admission to the Fall 2011 class.
  - (13 are Regular admissions, 1 is a Provisional admission).
- Other applications are still pending.

**Student Demographics**
- [32] students were actively enrolled in the program, [10] of them part-time.
- [12] are male, [20] are female.
[27] are in-state, [5] are out-of-state, [0] are international
[0] are African-American; [0] are Asian American; [29] are Caucasians; [1] is of Hispanic descent; [2] are Native American, [0] is other

Recruitment Efforts:
The number of applications is lagging a little behind where they were at this time last year, although I have received several recent calls and emails from potential applicants. Our Cherokee Studies track continues to attract students, and interest in our Public History track has increased. The WCU History Grad Program Facebook page has attracted several potential applicants.

That being said, the class of students admitted in Fall 2010 have proven exceptional. They have excelled in the classroom and without, winning several awards and grants, maintaining active research agendas, and drawing praise for their diligent work as interns.

Changes to Program Curriculum
Due to recent hires in African and European history we have increased our graduate course offerings, adding 600 level classes in the History of Science and Post-Colonialism. The department has also revised our comprehensive exam questions to reflect changes in the faculty as well larger historiographical trends and shifts. This year we will complete this process by updating the departmental reading lists for both European and American History.

Allowing students to take their foreign language exam in-house has worked well. Students may exercise this option only after they have taken and failed the exam offered by the Modern Foreign Languages Department.

Contact person: Dr. Alex Macaulay, Program Director, macaulay@wcu.edu
Western Carolina University

Department of History

College of Arts and Sciences

Annual Assessment Report for 2009-2010

Includes the following degree programs:

BA/BS in History

Primary Contact Information:

History: Elizabeth McRae, 221 –C Mckee, 828-227-3481

<table>
<thead>
<tr>
<th>Student Learning outcome Assessed</th>
<th>Method of Assessment</th>
<th>Results of Assessment</th>
<th>Implementation of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>To read, write, think critically, synthesize ideas, and create an argument</td>
<td>HIST 297 Research Methods Paper. Rubric included the following areas: bibliography, thesis statement, appropriate citation, general grammar, paragraph formation, proofreading, page length, significant secondary sources, appropriate primary sources, conclusion, and an overall rating.</td>
<td>57.5% of students meet expectations for this significant research paper. 24.5% of students exceeded expectations for this research paper. 18% of students failed to meet expectations for this significant research paper. The weakest area for our students remained the use of appropriate primary sources to develop original theses. While most students succeeded in writing a solid research paper, reviewers felt like 15 or</td>
<td>Noticeably, last year the assessment report addressed continued problems with citation, the cornerstone of ethical historical research. Real emphasis in HIST 297 resulted in only 20% of students being evaluated as fails to meet expectations for appropriate citation. Of those, most were formatting problems, not plagiarism. Students must, however, improve their fluency, use of, and building an analysis around evidence. The Undergraduate</td>
</tr>
</tbody>
</table>
| Have an understanding of historical methodology, including historical forces, cause and effect, and periodization | HIST 297 Research Methods Paper/Exit Interviews | 44% of the papers did not use appropriate primary sources. This meant that they derived their argument from very few sources, or used the primary sources more sparingly in the papers than they should.

The strongest area of student performance was in the mechanics of the papers and in developing a thesis statement that could be evaluated and argued throughout the paper.

94% of students developed sustainable thesis statement in their HIST 297 papers. This indicates an understanding of historical forces, cause and effect, and periodization. Just under 90% offered conclusions developed and sustained throughout their research papers.

Exit interviews with graduating seniors indicated in 80% of their answers that the strengths of the history major were the high expectations, writing requirements, intellectual development, skill development, and the development resulting |

| committee will make this a focus of their efforts this year and the instructors of Sophomore Seminar have agreed to meet to develop ways to improve students' ability to craft arguments derived from primary research. | To more closely monitor a progression of skills, the strategic planning committee and the QEP will begin to systematically collect materials from 400 level courses and apply the same rubric for evaluation developed this year for the HIST 297 papers. |
| Possess a breadth of history sufficient to understand human historical development across time and place | Exit Interviews | In asking students to evaluate curriculum offerings, 90% were satisfied with the offerings, however, when asked about particular areas, students expressed a desire for more 400-level, non-liberal studies courses, more world history offerings, and in the most offered suggestion, more ancient and medieval offerings. In fact, 15% of respondents for all curriculum suggestions indicated a desire for more ancient and medieval offerings. | The department hired an Early Modern historian who may help us offer more courses in the late medieval/early modern period. For the first time in several decades, the department will now offer courses in Africa taught by a trained Africanist. These 2 new faculty should help address some needs. In addition, this report will be submitted to strategic planning to consider student request for another ancient/medieval faculty member in our future searches. |
| interviewed 17 had had some experience outside of the classroom—NCUR, Undergraduate EXPO, study abroad, an Internship or student teaching. This area reveals the breadth of experiences but also indicates an area for continued improvement. The hiring of a Public Historian has increased these numbers and they do not include the _ undergraduates that developed a museum exhibit and held an opening. |
Assessment Report, 2009-2010
Master of Arts in History
Tracks in American, European, Cherokee, and Public History

This year we focused our reform efforts primarily on firming up our admission and student conduct standards, enhancing student recruitment, revising curricula, and giving our students greater instructional opportunities.

Direct Assessment Methods

Master’s Theses
The following student completed Master’s theses in history:
  - Ruby Banerjee
  - Ben Rubin
  - Christine Nugent
  - Chris Bishop

The following students defended proposals for Master’s theses in history:
  - Ben Rubin
  - Beverly Ellis
  - Matthew Blaylock

Internships
The following student completed public history internships:
  - Melinda May
  - Jackie Fischer
  - Kirsten Barger
  - Brittany Keating

John Bell Travel Money:
The following student received $100 from the John Bell graduate student fund:
  - Erin Ludwick

Lucy Ann Nordyce Fellowship Fund
  - Erin Rodriguez received this fellowship

Comprehensive Exams
  - Fall comprehensive exams: three students took the exam; two failed and one passed.
  - Spring comprehensive exams: seven students took the exam; seven passed with one receiving a High Pass.
Student Publications and Presentations

Christopher Bishop, "The Folgers of Easley: Gender, Patriarchy and Religion in Pickens County, South Carolina, 1840-1918," Texas A&M Graduate History Conference, March 6, 2010, College Station, TX.


Brittany Keating, "The Leader and His Programs: President Franklin D. Roosevelt and the New Deal in the South, 1927-1939," Graduate Research Symposium, March 11, 2010, WCU


Megan Percy, "Women in England and Colonial America: The Gender Roles that Shaped the Atlantic World"

Ben Rubin, "Mr. Madison and His War: James Madison and Constructions of Presidential Power before and during the War of 1812," 2nd Annual Conference on Power and Struggle, March 5-6, 2010, University of Alabama

Ben Rubin, "Planter Elites and Scotch-Irish Immigrants in the South Carolina Upstate, 1774," Ulster-American Heritage Symposium, June 24-27, 2010, WCU

Ben Rubin, ""Their Folly and Impudence... is unpardonable": The Battle of Ramsour’s Mill, June 20, 1780," Ramsour’s Mill to Guilford Courthouse: The Revolution in North Carolina, June 1780 – March 1782 Symposium, March 19, 2010, York, SC

The Tuckasegee Valley Historical Review has completed its sixteenth continuous year of publication.

Indirect Assessment Methods

Student Awards and Honors

Ruby Banerjee received a 2009-2010 Dean’s Outstanding Scholar Award
Matthew Blaylock received a Graduate Research Symposium Award from the WCU Graduate School
Tonya Carroll was selected to attend the Museum of Early Decorative Arts summer seminar
Evan Clapsaddle won a James Madison Fellowship and participated in
Georgetown University's Summer Institute on the Constitution, June 21 to July 16, 2010

Data on employment and graduate placement
Two [2] students were accepted into doctoral or other professional programs.
Two [2] others plan to apply to PhD programs.
Two [2] students are employed in fields related to their Master's training. One is finishing an internship with the Vermont Historical Society that may turn into a full time paid position.
Two [2] of our recent graduates, Christie Osborne and Tonya Carroll, were featured in the May 2010 issue of the WCU Career Journal

Recruitment, Retention and Graduation Data
Nineteen [19] new students entered the program in the Fall of 2009
Seven [7] new students entered the program in the Spring of 2010
Nine [9] students left the program (three were provisional appointments who failed to attain the necessary GPA, one failed comprehensive exams for the second time, one received multiple failing grades, two withdrew for personal reasons, one withdrew to enter another graduate program at WCU, one withdrew to pursue another MA online)
Eight [8] students graduated with their Master's degrees (or will at the end of the summer)
Twenty-two [22] students applied for admission to the Fall 2010 class
Nineteen [19] students have been accepted for admission to the Fall 2010 class
(12 are Regular admissions, 3 are Provisional admissions, 5 are Conditional admissions)
Three [3] students were denied admission; other applications are still pending

Student Demographics
[41] students were actively enrolled in the program, [13] of them part-time
[20] are male, [21] are female
[36] are in-state, [5] are out-of-state, [0] are international
[1] is African-American; [0] are Asian American; [36] are Caucasians; [0] are of Hispanic descent [3] are Native American, [1] is other

Admission and Student Conduct Standards:
The Department accepted the following admission standards that have been posted on the departmental website and will be printed in WCU's graduate Catalogue:

"Recommended standards for admission to any history graduate program at Western Carolina University (MA, MAT, M.Ed) generally include:
- 950 on the GRE
- 3.0 undergraduate GPA
- 3 supportive letters of recommendation
- Statement of Purpose
- Writing Sample (optional)
Decisions will be made based on a holistic review of the applicant's file with each of these criteria evaluated in conjunction with one another."
Although the policy has not been in place long enough to discern noticeable results, the collective pool of applicants for the Fall 2010 semester have posted higher GPA's and GRE's than in previous years.

The Graduate Committee also drafted the following policy regarding student conduct:

"Graduate students may be dismissed for failing to behave in a professional manner. These behaviors include, but are not limited to, posing a physical threat to themselves and others, disruption of class and the learning process, bullying and harassment via email or in person, plagiarism and other forms of academic dishonesty.

Adjudication of such matters will adhere to the Code of Student Conduct as outlined here [link]."

This policy is currently under review by the Dean of Arts and Sciences.

**Recruitment Efforts:**

The number of applications remains consistent with what they were at this time last year. We have updated our graduate program brochure and are seeking innovative and effective ways to distribute them. We also hope that the continued publication and broad distribution of the *Tuckasegee Valley Historical Review* to regional colleges and universities will prompt faculty at other institutions to steer their better students our way. Our Cherokee Studies track continues to attract students, and interest in our Public History track has increased over the last two years. We have set up a WCU History Grad Program Facebook page to help recruit students. The presence of our stellar students at top-notch PhD-granting institutions will also help our program to gain notice.

**Changes to Program Curriculum**

We have continued to revise our graduate curriculum. Beginning in Fall 2010, we will offer two sections of HIST 631 (Historiography) and eliminate HIST 632 (Historical Methodologies and Research Design). The reasons for this decision are twofold. Over the past few years, class sizes in 631 have grown unwieldy and requiring two introductory classes seems like a bit much. Under this arrangement, the graduate program director will teach one section and another graduate faculty member will teach the other. The new HIST 631 courses will incorporate discussions of research design and methods into the traditional focus on historiography. We will cap the classes at 12-15 students.

The Graduate Committee drafted the following policy regarding the acceptance of transfer credit for online courses:

"Graduate Students may transfer in credits from online courses under the following guidelines:

- The online course must be offered by an accredited institution"
- Students must submit a course syllabus which the graduate coordinator will use to determine if said course meets the academic standards of the history department.
- Students must submit in writing a justification for why they are taking an online course and why that course should be accepted as transfer credit.
- Students may not transfer in credit for HIST 631.
- Students may not take an online course if a similar course is already among the history department's offerings.

The final decision as to whether or not to accept transfer credit from online courses rests with the graduate coordinator. Students who do transfer in such credits do so with full recognition that this may adversely affect their preparation for comprehensive exams.”

We have also had to accommodate the MFL Department’s decision to quit offering the Spring class that several of our graduate students took to fulfill their foreign language requirement. This means that our students only option now is to pass the reading comprehension exam offered by MFL in the Fall. Students can take the test for free the first time, but then have to pay $30 each time after that. Three of our first year students took the French test this Fall and passed.

Currently, English and History are the only two grad programs that have a foreign language requirement. English has adjusted partly by offering the tests in house. We plan to do the same with faculty members equipped to administer and evaluate such a test. As of right now, we can offer in-house tests in Spanish, German and French. One student took and passed the test in Latin with a professor at UNC-A so that is also an option.

**Increased Student Instructional Opportunities**

Graduate students on assistantships continue to help professors with their classes in preparing course materials and grading quizzes. This year we increased the instructional responsibilities of GAs in larger sections (40 to 60 students) of HIST 231 and HIST 232. Students assigned to these sections took a direct instructional role semester by leading weekly discussion groups and grading tests and writing assignments. This has helped prepare graduate students who are seeking teaching positions at the secondary and community college level as well as those who plan to enter PhD programs where they will be assigned similar duties.

Contact person: Dr. Alex Macaulay, Program Director, macaulay@wcu.edu
Western Carolina University  
Department of History  
College of Arts and Sciences  
Annual Assessment Report for 2008-9

Includes the following degree programs:

BA/BS in History  
BA/BS/BSHD in Social Sciences

Primary Contact Name/Info:

History: Laura Cruz, 222-C McKee, 828-227-3909  
Social Sciences: Elizabeth McRae, 221-C McKee, 828-227-3481

Student Learning Outcome(s) Assessed in 2008-9

The desired student learning outcomes of the History Department are for students to:
- read, write, think critically, synthesize ideas, and create an argument
- have an understanding of historical methodology, including historical forces, cause and effect, and periodization
- possess a breadth of history sufficient to understand human historical development across time and place

Curricular and/or Co-Curricular Experiences that enable students to achieve these outcomes are taught in the classroom, in the library, on the internet, and through various forms of experiential learning including cooperative education and internships. The ability to read, write, think critically, synthesize ideas, and create an argument are taught in classes, especially in upper division courses that require research papers or their equivalent. Use of library and web sources are critical to achieving this learning outcome. Achieving an understanding of historical methodology, including historical forces, cause and effect, and periodization is taught in all courses but is especially emphasized in the required sophomore-level HIST 297 methods course.

Methods of Assessment:

Methods of assessment include portfolios and graduating senior surveys.

Portfolios include the methods paper written for HIST 297, a 400-level research paper. These writings are rated on a scale of 1-5 (lowest to highest) for their mastery of quality of writing, technical skills, historiography, and historical method. This evaluation tracks how research and writing skills improve between the sophomore and later papers and how well the department is meeting its outcome objectives.

Graduating senior surveys are conducted at the end of every semester. They include questions designed to measure the Department’s success in meeting its stated
outcome objectives. Several revisions to the major have been made in response to these surveys, including the elimination of tracks and the reduction of hours.

Implementation of assessment is the responsibility of the chair of the undergraduate program committee under the supervision of the department head. Data is collected at the end of each semester and is analyzed at the end of the spring semester.

Results of Assessment:

Portfolio Evaluation: The 2008-9 evaluation of portfolios revealed student success in 29% of the rated categories, no improvement in 44% of the rates categories and decline only in the category that involves proper use of citations. The most improvement came from the category that characterizes the research as having a clear argument/thesis.

Graduating Senior Surveys: The graduating seniors praised various strengths of the program, including the quality of faculty teaching and the quality and rigor of their learning. Those students who participated in experiential education (internships, study abroad, NCUR) lavish particular praise on these experiences and their transformative qualities. The most consistent praise was for the variety of courses and teaching methods offered by the department. There was also nearly universal praise for the quality of advisors and the department's increasing attention to career opportunities following graduation.

The concerns of the students this year can be placed into two broad categories. First, costs; from the costs of supplementary texts to the costs of experiential opportunities the students expressed concerns about paying for their education. Second, many of the students suggested more experiential opportunities, especially study abroad, and more opportunities to pursue world (as opposed to Western) history, whether inside or outside of the classroom.

Implementation Plan:

Assessment Result: To provide increased opportunities for experiential education
Recommended Action: To revise the current curriculum to provide opportunities for significant experiential education.

The department has developed a QEP plan that proposes to restructure the curriculum in order to require an experiential component to the major. Students will choose to pursue either a Senior Thesis, Study Abroad, Internship/Co-Op, or Career package, based on their goals after graduation. They will choose a course to designate as experiential, and then work with the individual faculty member to develop an appropriate capstone project. In the 2009/10 academic year, this program will be further refined and piloted, with the goal for implementation as Fall 2010. In particular, the management of such a system will require major restructuring to the advising system. The department will spend the Fall semester of 2009 considering how advising will be restructured to accommodate portfolio and capstone management.
Assessment Result: To find ways to decrease financial burdens on students
Recommended Action: To charge a departmental committee with finding ways to cut costs to students

The department will charge one of the existing departmental committees with the task of discussing the balance between academic freedom, instructor autonomy, demands of the discipline and the reduction of the financial burden on students during these difficult economic times. The sub-committee will be charged with making recommendations to the department for consideration during the 2009-2010 academic year.

Assessment Result: To increase available resources and information on experiential learning opportunities
Recommended action: To coordinate information efforts with the University as a whole

Students have requested that the department play a greater role as a clearinghouse for information, financial and otherwise, about experiential education opportunities, a role that should develop out of the new experiential education requirement. The department will work to support the campus-wide development of a clearinghouse for information and resources relating to experiential learning. Special consideration will be placed on gathering resources for funding experiential activities, including internships, study abroad, and research travel.

Assessment Result: To provide more opportunities for non-Western experiences
Recommended Action: To offer more courses/experiences in non-Western history.

The hiring of a new term faculty member in non-Western history is imminent and this person will be expected to teach a 4/4 load in the 2009/10 academic year. The department has also approved several new courses in the last two years, many of which have either a non-Western focus (eg Caribbean) or significant non-Western aspects (eg Atlantic History). Further, the department is slowly moving its curriculum from chronologically based courses to thematically organized offerings. This is most apparent in its graduate offering, but the Undergraduate Curriculum Committee has also recommended that similar changes be done at the undergraduate level, pending revisions to the Liberal Studies core curriculum. Once those revisions have been announced, the department will seek approval for several new courses across the Undergraduate curriculum. As thematic courses, these focus not solely on the western experience, but permit more global understanding of historical themes and dynamics.

Assessment Result: To address the proper use of citations in written work
Recommended Action: To provide majors with a consistent message about plagiarism

HIST 297 is a research methods course required for all history majors. It is taught by a rotation of faculty, all of whom provide their own personal interpretation of the goals of the course. While all instructors certainly address the problem of plagiarism, the continuing decline of this skill might provide the opportunity for the department to make
a more concerted effort to coordinate the outcomes of this course and to decide upon a core set of skills to be offered in this course. The instructors of the course will meet in the Fall semester of 2009 in order to make a set of recommendations about core competencies to the department as a whole.

Assessment Result: With the curriculum changes initiated under the QEP, the department requires new assessment tools
Recommended Action: To design new departmental assessment tools

As suggested above, the core competencies of the history major are changing with the development of the QEP plan and the influx of new faculty. Assessment is a vital aspect of this change, and we will explore new methods for assessing how and what our students are learning as well as the logistics and practices used by the department/program to incorporate experiential learning into our curriculum. The department intends to have an assessment plan in place by the end of the academic year.
Western Carolina University
Department of History
College of Arts and Sciences
Annual Assessment Report for 2007-2008

Includes the following degree programs:

BA/BS in History
BA/BS/BSED in Social Sciences

Primary Contact Name/Info:

History: Laura Cruz, 222-C McKee, 828-227-3909
Social Sciences: Elizabeth McRae, 221-C McKee, 828-227-3481

Student Learning Outcome(s) Assessed in 2007-8

The desired student learning outcomes of the History Department are for students to:

- read, write, think critically, synthesize ideas, and create an argument
- have an understanding of historical methodology, including historical forces, cause and effect, and periodization
- possess a breadth of history sufficient to understand human historical development across time and place

Curricular and/or Co-Curricular Experiences that enable students to achieve these outcomes are taught in the classroom, in the library, on the internet, and through various forms of experiential learning including cooperative education and internships. The ability to read, write, think critically, synthesize ideas, and create an argument are taught in classes, especially in upper division courses that require research papers or their equivalent. Use of library and web sources are critical to achieving this learning outcome. Achieving an understanding of historical methodology, including historical forces, cause and effect, and periodization is taught in all courses but is especially emphasized in the required sophomore-level HIST 297 methods course.

Methods of Assessment:

Methods of assessment include portfolios and graduating senior surveys.

Portfolios include the methods paper written for HIST 297, a 400-level research paper, and a book review. These writings are rated on a scale of 1-5 (lowest to highest) for their mastery of quality of writing, technical skills, historiography, and historical method. This evaluation tracks how research and writing skills improve between the sophomore and later papers and how well the department is meeting its outcome objectives.
Graduating senior surveys are conducted at the end of every semester. They include questions designed to measure the Department's success in meeting its stated outcome objectives. Several revisions to the major have been made in response to these surveys, including the elimination of tracks and the reduction of hours.

Implementation of assessment is the responsibility of the chair of the undergraduate program committee under the supervision of the department head. Data is collected at the end of each semester and is analyzed at the end of the spring semester.

**Results of Assessment:**
Portfolio Evaluation: The 2007-8 evaluation of portfolios revealed student success in 45% of the rated categories, no improvement in 36% of the rated categories and decline only in the category that involves proper use of citations.

Graduating Senior Surveys: The graduating seniors praised various strengths of the program, including the quality of faculty teaching and the quality and rigor of their learning. Those students who participated in experiential education (internships, study abroad, NCUR) lavished particular praise on these experiences and their transformative qualities. Their concerns this year focused heavily on advising, particularly in how well the department prepares its graduates for future job markets. They also expressed concerns about the perceived lessening of community among history students and within the department.

**Implementation Plan:**

Assessment Result: To improve scores on Sophomore Seminar papers regarding proper use of citations

Recommended Action: To coordinate instruction and enforcement of citation use

Until three years ago, HIST 297: Sophomore Seminar had been taught by one instructor who enforced a uniform set of criteria regarding citations. With increasing demand for the course (and the retirement of the instructor), the department decided to spread the teaching of Sophomore Seminar out among several different faculty members. This has resulted in an inconsistent message regarding the use of citations. Though the decrease in this criteria does not seem to fall with any particular instructor, the department has decided to be more proactive in coordinating the teaching of Sophomore Seminar and instigating a common set of criteria and assignments. The group of faculty who teach this course will meet in the late summer to establish and communicate these criteria.

Assessment Result: To be more intentional in our approach to career advising
Recommended Action: To restructure undergraduate advising

As a pilot program for the QEP, the history department has the opportunity to consider restructuring advising more broadly and creatively than it has in the past. The department
has offered career and graduate school advising in the past, but with the demise of its Senior Seminar, those offerings have been scattered and no coordinated program has been in place. The department plans to spend the Fall semester considering various options for a major restructuring of its advising program to include career advising, major advising, and portfolio management. Career goals will also be considered as we construct our approved capstone project for all majors. The new advising program should be ready for a pilot study in Spring 2009.

Assessment Result: To expand experiential learning opportunities for majors
Recommended Action: To systematically expand in several areas

As a QEP pilot department, the history department has already been discussing multiple ways to expand its experiential learning opportunities. With the arrival of a new tenure-track faculty member in public history, the department will be well-placed to have this individual expand and streamline our already thriving co-op/internship programs. The International Programs office has already worked diligently to increase the number of study abroad programs available on this campus and, as this often particularly appropriate for history majors, an increasing number of history students are availing themselves of this option. Finally, QEP funds have been utilized to stockpile resources necessary to facilitate experiential learning at the level of the individual class. The use, for example, of digital tape recorders in oral history affords many opportunities to expand student experiences outside of the classroom. One option that the department is considering in terms of advising (see above) is to designate a position for portfolio management. It would be incumbent on this person to expose, coordinate, and encourage students to participate in more regional, national, and international, programs.

Assessment Result: To strengthen programs that contribute to departmental community
Recommended Action: To find new opportunities and activities for the History Club

As several students noted, the appeal of the history club rests heavily on those chosen to be its officers and on the support and encouragement of its faculty. At the time this report is being generated, there are no officers yet selected for the 2008-9 year. The department’s participation in the QEP could be linked to the expansion of the activities of the club, which would give its members more latitude to build meaningful and engaging activities into its annual program of events. The department intends to work closely with its faculty on providing a consistent, and repeated message, about the benefits of joining the club and will provide more timely and public notice of its activities.

Postscript:
The History Department plans to spend most of next year working through the structural changes needed to more directly address its role as a QEP pilot program. Assessment will be a vital aspect of that restructuring, as we will explore new methods for assessing how and what our students are learning as well as the logistics and practices used by the department/program more broadly.
Assessment Report, 2007-2008
Master of Arts in History
Tracks in American, European, Cherokee, and Public History

Direct Assessment Methods

Master's Theses
The following student completed a Master's thesis in history:

Jill Ingram

The following student defended proposals for Master's theses in history:

Christie Fulcher

Internships
The following students completed public history internships:

John Bell Travel Money:
The following students each received $100 from the John Bell graduate student fund:

Jill Ingram, to present a paper at a conference in Washington, D.C.
Kevin Childers, to present a paper in Philadelphia

Comprehensive Exams
Five students took comprehensive exams in the fall: 2 passed, 3 failed.
Seven students took comprehensive exams in the spring: 5 passed, 2 failed.

Student Publications and Presentations


Kevin Childers presented a paper at WCU’s spring Graduate Research Symposium

The “Tuck” has completed its fourteenth (in 2008) continuous year of publication. Christie Fulcher edited it this year. Chris Bishop is assistant editor. Due to glitches in the production process, the Tuck has not yet been published. (Otherwise the above list of student publications would be longer.)
Student Curriculum Vita
[23] are on file in the History Department office.

Indirect Assessment Methods

Data on employment and graduate placement
[2] students were accepted into doctoral or other professional programs, one to a
history doctoral programs at University of New Mexico; one went to law school at
Florida State University
[2] students found employment in fields relating to their Master's training; one is
Executive Director of the Cashiers Historical Society (Susan Moody, MA in Public
History, is the Curator at the same institution), another has been hired full-time at AB
Technical Community College.

Recruitment, Retention and Graduation Data
[12] new students entered the program in the fall of 2007
[2] new students entered the program in the spring of 2008
[3] student left the program (one flunked out, one died, one will go to law school)
[3] students graduated with their Master's degrees
[28] individuals enquired about the program at the time of this report
[19] students applied for admission to the fall 2008 class
[18] students were accepted for admission to the fall 2008 class.
[1] student was denied admission.

Student Demographics
[25] students were actively enrolled in the program, [8] of them part-time
[13] are male, [12] are female
[23] are in-state,[2] are out-of-state, [0] are international
[0] are African-American; [0] are Asian American; [23] are Caucasians; [0] are of
Hispanic descent [1] are Native American, [1] are other

Recruitment Efforts:
Our top pick was recommended to come here by the University of Georgia. We
recruited her heavily, offering both out of state waiver and GA, but we were simply not
competitive. We lost another student to Indiana University, which still had GA's to offer
after we had none.
The Craft Revival project has recruited at least one student to our public history
program.
Propinquity, word-of-mouth and the program's website continue to be the best
recruiters to our program.

Changes to Program, based on last year's recommendations:
Did not succeed in regaining promised in-state tuition waiver
Added additional 600-level seminars and now require 18 graduate hours be in these courses
Revised and rescheduled the comprehensive exam, to be given in new form fall ‘08
Banned adding graduate seats to 300 level classes
Changed advisement process to get part-time students immediately into core courses

Issues for 2008-2009:
Incorporating three new faculty into the department and graduate teaching
Revisiting comprehensive exam questions
Maintaining (at least) or increasing (at best) our current number of students supported by graduate assistantships
Obtaining at least one in-state tuition waiver
Generating new reading lists, course numbers and course descriptions for graduate seminars
Considering how to count 699’s as part of faculty workload
Reconsider core courses, especially 631, in light of all of the new graduate seminars. Do we still need a course on historiography?

Contact person: Dr. Gael Graham, Program Director, graham@email.wlu.edu
External Review Team Report  
Graduate Program in History, Western Carolina University  
March, 2006

INTRODUCTION AND OVERVIEW

Your external review team visited the WCU campus on February 16 and 17, 2006. During our time on campus, we visited with virtually all History faculty, a number of graduate students, and met with key administrators, including the Provost, the Dean of the Graduate School, and the Dean of Arts and Sciences. We left campus enormously impressed with the job the Department of History at WCU is doing training graduate students in an environment of relatively scarce resources and heavy undergraduate teaching and advising responsibilities. All faculty members seem deeply committed to teaching, advising and mentoring graduate students. Faculty members spend impressive amounts of time with graduate students, helping them improve their critical thinking and writing skills as well as discussing the substance of the historical literature. Good graduate teaching is labor-intensive and the WCU faculty are willing to commit the time required to do the job well. They are also committed collectively to maintaining a supportive and collegial atmosphere among faculty and graduate students. The graduate students we talked to were decidedly impressed with faculty efforts in this regard, and it is indeed an impressive aspect of the WCU program.

We were impressed as well with the high level of research and scholarship conducted by the History faculty given the teaching emphasis of the University. Many faculty members have published books, and virtually all junior faculty members are well on the way to publishing books. Additionally, a number of faculty are deeply involved in some form of community service or outreach, whether to the university, the community, or the region.

We were also struck by the high level of collegiality which flourishes in the department. The department demonstrated a supportive atmosphere in which faculty members sometimes disagreed, discussed their points of disagreement, and yet maintained collegiality once the discussion ended. The department deserves high marks for civility and professionalism.

Finally, although it was not our charge to evaluate the undergraduate program, we found it virtually impossible to evaluate the graduate program apart from looking at some aspects of the undergraduate program. The graduate and undergraduate programs overlap in a number of ways, including teaching loads, distribution of course offerings, and the work required of teaching assistants, just to mention a few. Thus we had to look carefully at a few selected components of the department’s undergraduate program. In doing so, we came away tremendously impressed at the work ethic of department faculty, at their commitment to undergraduate teaching, at the generally high level of that teaching, at the range of courses they offered, at the faculty’s commitment to advising, at the department’s collective determination to make the undergraduate major a rich and
rewarding learning experience, and at its insistence on reaching students in survey courses, where the challenge is often greatest.

METHODOLOGICAL NOTE

When we composed this report, WCU was in the midst of reviewing and revising its program review standards. The newly proposed guidelines ask that reviewers assess both the undergraduate and graduate program in question, and they outline an updated set of six standards for evaluation. Since our review formally took place under the old guidelines, however, we decided to address the undergraduate component of the history program only as it relates to the graduate program, and to incorporate the new standards only as they seem relevant to the central issues facing the History Department. We believe this approach best serves the purpose of this report, to identify program strengths and weaknesses and to outline possible improvements.

A FOCUS FOR THE GRADUATE PROGRAM

Perhaps the clearest need for improvement we saw at Western Carolina University, at least as far as the content of the graduate program is concerned, is for the department to define a focus that is unique to the graduate program at WCU. In the language of marketing, the WCU graduate program needs to define its niche. In the language of historians, it needs to develop an intellectual or scholarly focus that distinguishes the WCU Masters program from others, to wit, a focus on a subject area in which the WCU faculty and resources are generally well-positioned to develop, provided some augmentation is forthcoming from the University administration. The department currently has one focus, American history. That is an important, even a necessary, focus, given the program’s location and its role as a feeder of PhD programs which themselves tend to emphasize American History. But this focus is hardly one that can set the Western Carolina graduate program apart from other similar MA programs.

Before turning our attention to ideas for such a focus, the external review team strongly recommends that the History Department abandon its current effort to develop a second focus in European history. The University library and Language departments lack the resources needed to make a European focus work at WCU. Faculty currently involved in the effort to develop a European track conceded that they did not have the support and cooperation needed from foreign languages to produce competitive European MAs. Plus, our review of library resources also suggested that the development of a European track is not appropriate for WCU. Moreover, even if every other obstacle could be overcome, we doubt that there is a critical mass of students interested in such a track among the pool of applicants from which WCU draws from most heavily. To be sure, WCU has a number of fine faculty members in the European and non-American area who must be involved and engaged in the training of graduate students. The external review panel has some specific suggestions about how this could be done which will covered later in this document (see the section on 600 level classes). But developing a European History track is, in our opinion, NOT the right move for the department.
We feel that the department’s defining focus for its graduate program should be something that more closely reflects the strengths of the faculty and available library resources (especially with regard to primary source material) and has meaning to the larger community and region. While a number of options come to mind, after serious reflection, the external review team believes that the best possible focus for the department is in the field of Southern Appalachian History, or perhaps the History of Appalachia in the American South (a longer phrase but one which perhaps more clearly states our meaning). This focus would allow the Department to highlight, develop, and draw into confluence at least three current or potential areas of strength: Southern history, Cherokee History and Public History. Each of these areas taken separately might struggle either to sustain or define an intellectual focus for the WCU graduate program, but taken together, as they could be under a Southern Appalachian History or HAAS track, the areas would develop a synergy that could define the WCU program in a manner that would be consistent with existing faculty strengths and library resources and meaningful to the community and region. We also believe that a focus on Southern Appalachian History or HAAS would appeal to a healthy plurality of the program’s applicant pool. As far as we know, this focus is not duplicated elsewhere in the region and therefore presents a real opportunity for WCU to define itself in the academic marketplace.

The effort and resources needed to develop this focus would not be particularly great. It would require WCU to make very effort to retain Andrew Denson, a rising star in Cherokee History, and develop as much interaction as possible with Cherokee scholars in other disciplines. In terms of Southern and Appalachian history, the department would simply have to coordinate the efforts of its talented existing faculty in these areas. The same would also be true with faculty who work in Public History. The focus would be strengthened if the department could hire, using endowment funds or gifts to the University, an established Appalachian historian. It would also be wise to hire a faculty member who can assist in the teaching of Public History at the graduate level. (We recognize that there might not be a large demand at the undergraduate level.) This faculty member could have virtually any research specialty but the appropriate experience and expertise to teach public history to graduate students. The Department’s focus on HAAS or Southern Appalachian History can be developed before these additional hires are made but these positions could become hiring priorities that would enhance the program’s stature in the near future.

GRADUATE STIPENDS

Given its very limited resources, the History Department has done a remarkable job training M.A. students and it has placed them in competitive Ph.D. programs such as the University of Mississippi, the University of Kansas, Louisiana State University, Auburn University, and the University of Georgia. Remarkably, over the past five years, six individuals, or roughly 10% of graduating M.A. students have been placed in the University of Georgia’s well-respected Ph.D. program.
History faculty at Western Carolina are dedicated to graduate education, as the students readily attest. The Tuckasegee Valley Historical Review, published by the graduate students themselves, reflects the strength of the scholarly community that the department has been able to create. This success is all the more noteworthy because admissions standards in the program remain relatively low. Even with these relatively low standards in place, it is currently difficult for the History Department to recruit more than ten students per year, largely because of very low graduate stipends. The department’s rolling admissions process arguably serves it well but its admission standards do not. Yet admissions standards cannot be raised until the History Department is able to offer competitive graduate stipends.

Current graduate stipends are $3,000 per semester or $6,000 per year. Tuition is $1,672 in-state and $6,464 out-of-state. Tuition plus room and board for on-campus students amounts to $3,586 in-state and $8,378 out-of-state. In short, current stipends do not even cover tuition plus the cost of living. To be competitive with comparable M.A. programs, stipends must be raised to $10,000 per year. In addition, the Department should have the flexibility of offering some full and partial tuition waivers to its top applicants. By comparison, M.A. students at the University of Georgia receive full tuition waivers and stipends of $9,740 per year. Ph.D. students receive an additional $1,000. At the University of South Carolina, MA students also receive at least $10,000 per year plus significant tuition reductions, and PhD students receive $12,000 per year, also with significant tuition reductions. At both institutions, a few special fellowships are available to help recruit high-priority applicants.

Raising graduate stipends at WCU would have several benefits: (1) the program would be able to recruit better graduate students, which would make the department more appealing to younger faculty; (2) the department could increase the size of each entering class, permitting faculty to offer and fill more 600-level classes; and (3) faculty could use graduate students, who would now be adequately compensated, more efficiently as teaching assistants. We should note that graduate students expressed a keen interest in working as teaching assistants. This last point is especially important, for it will allow the History Department to adapt to meet the changing needs of a rapidly growing university, especially in the area of offering large classes with weekly break-out sessions led by graduate students.

TEACHING LOAD

The majority of the History Department faculty would like to move to a 3/3 teaching load. We recommend this change, since it will facilitate faculty recruitment and retention, boost research productivity, enhance graduate teaching, and, indirectly, give graduate students opportunities to do more meaningful work as teaching assistants. We think it can be accomplished without changing the ratio of student credit hours to FTEs. Raising the graduate stipend will be critical to this process, for it will allow faculty to ask more of their teaching assistants.
In fall 2005 and spring 2006, the department offered a total of 29 surveys in European history and 39 in American history. These courses were each capped at 30 students. Therefore, approximately 1,170 students took some form of the U.S. survey in 39 different classes. If only four U.S. survey courses each year were expanded to 150 students each, the Department could teach 600 students in four courses instead of the current 20 courses. As in other universities, these courses would meet twice a week for lecture and a third time in a break-out section, led by a graduate teaching assistant. The teaching assistants would be responsible for all grading.

By offering four courses with 150 students each, the department would free up 16 courses otherwise dedicated to the survey. Eleven of these could be used to reduce the teaching load to 3/2. The other five could be used to offer more 600 level courses, something that both faculty and graduate students desire (see below). We believe that students majoring in American history can also serve competently as teaching assistants in entry-level European surveys, and we urge the Department to expand the size of a few European survey courses as well.

There are pedagogical arguments in favor of keeping survey courses small, of course, but we believe that the mission of the university and department is better served by expanding the size of entry-level service courses in order to strengthen the graduate program and boost faculty productivity. Expanding the size of these courses would also permit a greater flexibility in offering more upper-level undergraduate courses. Some of these might even be capped at fewer than thirty students.

Along with the move to a 3/3 load, we suggest that faculty be given the flexibility to bank one course per year. Course banking is especially important to junior faculty, who currently receive only one two-course reduction before going up for tenure. With course banking, faculty could teach an overload one year (3/4), and then use their banked course along with the two-course reduction to have a semester dedicated solely to research and administrative responsibilities.

**GRADUATE CURRICULUM: 600 LEVEL CLASSES**

We consistently heard from both WCU faculty and graduate students that the department needs to offer more 600 level classes (classes that are limited to graduate students only), and the external review panel heartily concurs in this sentiment. The need for more 600 level classes will be especially urgent if the department is able to expand graduate enrollment by offering higher stipends. We believe that if some of our other recommendations about survey class size are implemented, the department will be able to teach more 600 level classes without adversely affecting overall enrollment figures.

We also believe, based on the experience of other graduate programs, including the ones at the University of South Carolina and the University of Georgia, that the 600 level classes should be broadened to cover longer chronological sweeps of time, broader topics, and, in some cases, methodological approaches. In the American History track, for example, one 600 level course could cover America to 1789, another the United
States from 1789 to 1877, and a third the United States from 1877 to the present. Other courses could cover broad topics, American Social History, the Old South, and so on.

In addition to this chronological and topical broadening within tracks, we believe that Europeanists and other non-Americanists should be actively integrated into the graduate program by offering courses covering topics or comparative themes (i.e., Gender, Military History, Revolution, Religion, Economic Transformations). Each non-Americanist in the department could likely craft some course that fits his or her particular expertise and would yet have topical, thematic, or comparative value to graduate students.

Moreover, to facilitate the integration of all interested faculty into the training of graduate students, the review team believes that the graduate curriculum should be revised to encourage greater breadth. We believe that a distribution requirement should be implemented. For example, all graduate students might be required to take two non-American courses as part of their degree program. Our graduate programs each have requirements of this sort and they work well, giving our students broader perspectives and involving more faculty members in the training of graduate students. Such a requirement adds breadth to the student's graduate education in terms of substance, exposes them to a broad array of faculty expertise, and likely gives them a competitive edge in their application to Ph.D. programs.

HISTORY’S ROLE IN TEACHER EDUCATION: MAEd/MAT/NC TEACH

The History Department plays a critical role in the MAT/MAEd and NC Teach programs, admitting between 25 and 30 students into the department each year. The relationship between the College of Education and Allied Professions and the History Department is vital to the continued health of the history graduate program, since it provides an important source of student credit hours. However, we believe that as currently structured, the education of MAT/MAEd students places a heavy burden on the History Department. A single faculty member serves as the advisor for all MAT/MAEd students. This faculty member is responsible for the following tasks: 1) handling all enquiries from prospective applicants, 2) evaluating all applications, approximately 60 to 75 per year, 3) Advising all students, usually numbering 25 to 30, and 4) teaching HIST 633, a graduate course specifically designed for MAT/MAEd students.

These responsibilities are over and above those the faculty member’s regular departmental responsibilities, which include advising fifty undergraduate students and sitting on regular departmental committees. Well over 50% of the MAT/MAEd advisor’s time is spent in some aspect of administrative work. In return the faculty member receives a two-course reduction.

We believe that this arrangement uses faculty time unwisely. Given a little training and occasional supervision, an administrator who is able to fill out a program checklist and follow program guidelines could handle all of the responsibilities of the MAT/MAEd advisor, with the exception of teaching HIST 633. We therefore recommend
transferring these responsibilities to an administrator, thereby freeing up the two-course reduction currently given to the MAT/MAEd advisor. Given the critical role of the History Department in recruiting, advising, and teaching MAT/MAEd students, we hope that the higher administration or College of Education and Allied Professions can contribute to the cost of hiring this administrator.

TENURE AND PROMOTION STANDARDS

We feel that the current T & P standards of the History Department are high, especially given the overall level of research support available at the institution and should not be changed. Currently WCU faculty are meeting standards that are essentially the same (with regard to scholarship) as those at major state research universities where teaching loads are lighter and more research support is available. This is an impressive accomplishment on the part the History faculty and should be recognized and rewarded. We would urge the WCU administration to make more resources available to help History faculty meet these high standards, whether in the form of travel money, release-time from courses, or use of research assistants.

CONCLUSION

The quality of the History M.A. program is a credit to the University. Faculty, despite their heavy teaching loads, continue to publish and speak at professional conferences, and they are dedicated to graduate instruction. Their students fare exceedingly well in Ph.D. programs. As part of our conclusion, we would like to offer a few suggestions on how the department might better share its remarkable success and about how it can act now to ensure that such success continues.

We urge the department to raise its visibility on campus. Last year, one faculty member, Elizabeth McCrae, designed, raised money for, and led a Civil Rights tour through the South. This extraordinary effort brought together faculty, graduate teaching assistants, and undergraduates. The Department should develop other public projects as well. In a regular "works-in-progress" seminar, for example, faculty members might present their research to the university community. Graduate students could do the same. The History department needs to let the University, the larger community, and even the region know more about the fine work it is doing.

We also urge the Department to embrace change as the University plans for growth. It has been our experience, and the experience of other state institutions we know of, that as a state university grows, enrollments in History classes almost inevitably increase as well (albeit to varying degrees), both at the survey and upper undergraduate level. Whatever course of study entering students plan to pursue, they usually end up taking some History classes. So as WCU grows, it is likely that History enrollments will grow as well, and, for better or worse, growing enrollments appear to be the key to increased funding at public universities.
We note that some of the recommendations in this report, or at least comparable ones, were made in the 2000 report as well: sharpening the department’s focus, offering more 600 level seminars, and reducing the teaching load. And yet a review done six years later shows little progress in these areas. Given the growth that appears inevitable at WCU, it would be a lost opportunity and a strategic error not to pursue these changes now. Such changes, if thoughtfully and expeditiously implemented by the department, can be harnessed for both the Department’s and the University’s benefit.

Yet, no matter the commitment of faculty members, the program will not be able to improve significantly without additional support from the administration. Most importantly, the administration must raise graduate stipends to $10,000 per year. The administration should consider supporting the department in other ways as well. Travel funds would allow faculty to pursue their research and present their findings at professional conferences. And funding for an administrative assistant would ease the burden on the MAEd/MAT advisor. Moreover, the administration must help History find the larger classrooms it needs to teach larger numbers of students in the survey courses and assist in the solving of other logistical problems related to this important change. In partnership, we believe the faculty and administration can develop one of the leading history M.A. programs in the Southeast.

WCU Department of History External Review Team:

Claudio Saunt
Associate Professor of History
University of Georgia
Athens, Georgia

Lacy Ford
Professor of History
University of South Carolina
Columbia, SC
<table>
<thead>
<tr>
<th>Date of Review</th>
<th>Responsible Person(s)</th>
<th>Costs</th>
<th>Strategic Action</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 07</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Recommendations:**
- Work with faculty committees to understand their goals and graduate education needs.
- High level of collaboration between faculty and students.
- High number of student awards.
- Graduate program at WCU.
- Define a focus that is unique to the Graduate School.

**Strategies:**
- Expand the graduate program at WCU.
- Develop a focus that is unique to the Graduate School.
- Explore with the department and mentors.

**Date:** March 2006
| Update #1 | Date: |
| Update #2 | Date: |

**Further Action Needed:** (add to strategic actions)

<table>
<thead>
<tr>
<th>N=</th>
<th></th>
</tr>
</thead>
</table>

**Investigate possibility of proposal professional advisors for graduate programs beginning fall 06**

<table>
<thead>
<tr>
<th>Deans of A&amp;S and heads of programs</th>
<th>Review action taken by the end of Fall 06</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Department of History  
Department Collegial Review Document  
Effective Fall Semester, 2008

Policies, Procedures, and Criteria for Faculty Evaluation:  
Annual Faculty Evaluation, Reappointment, Tenure, Promotion, and Post-Tenure Review

I. Overview - This document outlines the Tenure, Promotion, and Reappointment (TPR) and the Annual Faculty Evaluation (AFE) processes for the Department of History at Western Carolina University. The criteria, guidelines, and procedures contained herein are supplementary to Section II, 4.00 of the current Faculty Handbook and the WCU Tenure Policies and Regulations as approved by the Board of Governors, the provisions of which shall prevail on any matter not covered herein by further allowable specification or on any point wherein this Departmental document is inconsistent with those provisions.

II. Domains of Evaluation  
A. Teaching (Faculty Handbook Section 4.04 & 4.05) 
   1. Teaching effectiveness is evaluated according to the following 7 dimensions:
      a) Content expertise
      b) Instructional delivery skills
      c) Instructional design skills
      d) Course management skills
      e) Evaluation of students
      f) Faculty/student relationships
      g) Facilitation of student learning

   2. Methods of evaluation and sources of evidence  
      a) Self-evaluation of teaching, addressing the 7 dimensions of effective teaching. (4.05A) An instructor self-report is included annually for untenured faculty in the tenure and promotion document and in documents for promotion and post-tenure review for tenured faculty. This self-report addresses teaching philosophy and the 7 dimensions of teaching. 
      b) Peer review of teaching materials --including syllabi, examinations, study guides, handouts, assignments, etc. (4.05B2b) As standard procedure, the Departmental Collegial Review Committee will consider as information of primary relevance the following package of materials collected from all courses taught in the term prior to the evaluation: a listing of all reading and other assignments for the course; copies of all evaluative materials (tests, quizzes, papers, projects) used; information acquired from students by means of a Departmental questionnaire; reports on direct classroom observation for untenured faculty. 
      c) Direct observation of instruction using the Departmental protocol. (4.3.1.1) The teaching of non-tenured faculty is evaluated by direct classroom observation each semester by a tenured faculty member. The results of these evaluations are used by the Tenure and Promotion Committee.
committee (as constituted in a manner consistent with the provisions of Section II, 4.02.02, Section IV.A of the Faculty Handbook) and the Department Head as the primary evidence of teaching effectiveness. Untenured faculty must have observations from all tenured faculty constituting the Departmental Collegial Review Committee (DCRC) prior to tenure review.

d) Student assessment of instruction, using a form of the university-wide SAI instrument. The Department requires that all tenured, untenured, and non-tenure-track faculty have students evaluate all their course sections each semester, using the standard university online student evaluation form, which may be supplemented by Departmentally approved paper teaching evaluations. The data generated by this source are reported back to the Department. These reports are used by both the Departmental Collegial Review Committee and the Department Head, as well as in the collegial review process at the College and University levels.

3. General comments – Competent and outstanding teaching is measured by students’ learning outcomes. Evaluation of teaching must therefore be based on types of information which come closest to direct reflection of the quantity and quality of student learning.

a) Professional Development - The Department has a formal mentoring process for tenure-track faculty, including the assignment of tenured mentors, to develop faculty in all aspects of professional activities, especially teaching. Mentors are assigned by the Department Head with the agreement of the faculty member and mentor, and mentoring is conducted formally and informally, including class visitation, sharing of teaching materials, and other appropriate activities. Mentors provide feedback on faculty development formally and informally to the faculty member and the Department Head. The Department encourages faculty to seek professional development through the Coulter Center for Excellence in Teaching and Learning and appropriate discipline-specific programs, such as those offered by the American Historical Association and the Organization of American Historians.

B. Scholarship and Creative Works (4.05C)

1. WCU recognizes as legitimate forms of scholarly activity the 4 types described by Boyer. Specific Departmental perspectives on these categories, relative valuations of various forms of scholarly activity, and Department-specific examples of each, are described below.

a) Scholarship of discovery – Original research that advances knowledge. Also includes creative activities such as artistic products, performances, musical, or literary works. The History Department defines the scholarship of discovery as original research leading to peer reviewed scholarly output including monographs, journal articles, conference papers, and more. The Department recognizes scholarship in the following areas but
considers these field as secondary to the scholarship of discovery in our discipline.

b) Scholarship of Integration – Synthesis of information across disciplines, across topics, or across time. The Department identifies the scholarship of integration as the synthesis of information across disciplines: across topics within a discipline; or across time, such as textbooks, reviews of theories, historiographical essays, empirical research, methodologies and/or book reviews. Scholarship under this category must, like scholarship of discovery, undergo some form of peer review and be accessible in published form. The Department encourages faculty to engage in the scholarship of integration but regards this work as supplemental to the scholarship of discovery and insufficient by itself for tenure and promotion considerations.

c) Scholarship of application – Application of disciplinary expertise with results that can be shared with and/or evaluated by peers. The Department recognizes the scholarship of application or engagement as primarily belonging to the traditional fields of service and outreach, with the exception of the scholarship of professionals in applied history fields. To be considered scholarship, work in this category must be original rather than summative, peer reviewed or juried, and accessible to the public in some form. Within the historical profession, applied work is that which is carried on outside of academia, or public history. For faculty hired specifically as public historians or social science coordinators, the scholarship of application may substitute for the scholarship of discovery. Other faculty may produce scholarship in this category, which could include but is not limited to museum exhibits, guidebooks, oral histories, grant applications, pamphlets, policy documents, manuals, handbooks, and curricular materials. The Department encourages faculty in non-applied fields to engage in the scholarship of application but regards this work as supplemental to the scholarship of discovery and insufficient by itself for tenure and promotion considerations.

d) Scholarship of teaching and learning – Systematic study of teaching and learning processes. Teaching and learning expectations: The Department recognizes publications concerning the systematic study of the teaching and learning processes as important service to professional college and university instructors. To be considered scholarship, publications in this realm must be bibliographic, meaning that they demonstrate knowledge of current SOTL research; they must be analytical, rather than merely anecdotal; they must be peer reviewed and they must be accessible to the public. The Department encourages faculty to engage in the scholarship of teaching and learning but regards this work as
supplemental to the scholarship of discovery and insufficient by itself for tenure and promotion considerations.

2. Methods of evaluation and sources of evidence—including acceptable processes for peer review—Evidence for Scholarship and Creative Works will consist of the publications, presentations, multimedia projects, exhibits, or other product resulting from the scholarly activity. The History Department defines peer review as a blind review or juried assessment by professionals in the field. The Departmental Collegial Review Committee will rely on the peer review process within the profession and their own backgrounds and experience in evaluating candidates' scholarship and creative activities. For scholarly work with no extant peer review process, the Department Head, in consultation with the Department Collegial Review Committee, will create a formal peer review process which will result in at least two written assessments of the work in question by qualified external reviewers. These assessments will be filed in the Department office and will be included in tenure and promotion dossiers. Faculty wishing to include scholarly work without extant peer review must notify the Department Head at least three months in advance of dossier submission. The Departmental Collegial Review Committee reserves the right to ask candidates to submit copies of all research products during the review process.

3. General comments – The History Department requires faculty to produce a majority of scholarly work in the category of discovery as based on disciplinary standards. Historians in applied fields such as social science education and public history may have different criteria as defined by their professional fields (see item 3.c, above). The History Department, in keeping with the prevailing standards in the discipline, generally requires a monograph at least under contract or in publication for tenure and promotion to associate professor and another monograph at least under contract or in publication for promotion to professor, but the Departmental Collegial Review Committee will consider and evaluate the sum total of the candidate’s total research production in making recommendations for tenure and promotion.

4. General Comments
   a) Grant proposals and awards – Grant proposals may be assessed as contributory to Scholarship and Creative Works similar to a paper presentation, while funded proposals are more highly valued and will be assessed akin to article publication and will be judged based on grant amount and competitiveness. See CRD IV.A.2.
   b) Professional development — The Department encourages faculty to take part in professional development to improve their skills as researchers and to stay current with the latest scholarly trends within their field.
C. Service (4.04C3 & 4.05D)

1. Types of service

   a) Institutional service – Membership on Departmental, college, university, system committees, chairmanship of Departmental, college, university, system committees, Student recruitment activities (open house, majors fairs), university representative at state and regional meetings, and other forms of institutional service.

   b) Community engagement – Teaching at off-campus sites, non-traditional pedagogical engagement, presentations to community groups, consultancies, and other activities as determined by a faculty member’s interests and expertise.

   c) Special expertise, unusual time commitments, or exceptional leadership – Professional Activities, including membership in professional organizations, holding offices in professional organizations, receipt of awards tendered by professional organizations, and consultancies.

   d) Advising – Accurate and proficient advising of Departmental majors, advising graduate students, CAP Center advising, and student conferences with students in classes.

2. Methods of evaluation and sources of evidence – The Departmental Collegial Review Committee reserves the right to ask candidates to submit evidence of service during the review process. The Department requires service commensurate to faculty rank, progressing from Departmental to College to University participation over the course of the faculty member’s career. Professional service and outreach are also valued and assessed, but do not replace participation within the University. The DCRC will assess whether the faculty member has successfully maintained an appropriate level of service in both AFE and TPR/PTR reviews. The Department Head will assess the breadth, quality, and effectiveness of service on the AFE based on the AFE committee peer review.

3. General comments – The Department expects all tenured and tenure track faculty members to perform service within the Department, College, and University, and outreach activities in the community related to the Department, College, and University mission, as appropriate. The Department encourages service in professional societies and other types of service, as appropriate to the faculty member’s interest and expertise.

   a) Professional development – The Department encourages faculty to enhance their effectiveness in service activities both on and off campus.

III. Specific Procedures for Review Events
A. Annual Faculty Evaluation (4.05)

1. Overview - Annual Faculty Evaluations (AFE) will be conducted on all faculty within the Department during the Spring Semester. The Department requires that every faculty member be an effective teacher. There are no exemptions from this provision. The Department recognizes that a faculty member cannot perform equally well in all areas each year, but each individual must make an effort to make a contribution across the board over time.

2. Composition of review committee - For the purposes of the Annual Faculty Evaluation, the Departmental Collegial Review Committee will consist of all tenure-track members of the Department who teach at least half-time. Its role is to examine all available evidence and to rate the performance of all faculty members and to point out areas of strength and suggest ways to improve performance. The Department Head reviews all of the information provided by the Departmental Collegial Review Committee plus other materials made available to the head in the performance of his/her responsibilities. The Department Head then makes a separate recommendation based on all of the evidence available. This process is the same for all members of the Department.

3. Procedures and preparation of documentation
   a. All full-time faculty members must prepare an AFE document that includes:
      1) Teaching
         a) a self-evaluation addressing the seven teaching dimensions of teaching (as outlined in Section II.A.1. above), a statement of teaching philosophy, a description of goals, methods, and strategies used; and selected teaching materials for courses taught during the period of review
         b) copies of peer evaluations of teaching materials.
         c) direct observation of classroom teaching (required for all untenured faculty)
         d) Student Assessment of Instruction
      2) Scholarship and Creative Activity – The self-evaluation should include citations and explanations of scholarly and creative activities completed, published, or underway during the academic year.
      3) Service – A list of all service activities, with explanations of the scope of service when that is unclear or in cases where other Department faculty may be unfamiliar with the type and/or scope of the activity.
   b. Specific guidelines for preparation of the AFE document - As part of every faculty’s self-assessment, the faculty member will submit a portfolio, which includes the evidence to be used in evaluation of his or her accomplishments. This material is used by the Departmental Collegial Review Committee and Department Head in their evaluation. The second
form is the annual report of faculty activities which is also attached to this report. The annual report of faculty activities is designed to allow the faculty member to list and explain the significance of his or her activities for the year. The information contained in this report will be the basis for the evaluation of the faculty member in the professional and service areas.

c. Evaluation of part-time/non tenure-track instructors (4.05F) - The Department Head will conduct Annual Faculty Evaluations of all part-time and non-tenure track instructors based on his/her observations and information contained in student and peer teaching evaluations, and service performance and research productivity, as appropriate.

B. Reappointment, Tenure and Promotion (4.06 & 4.07)

1. Overview – The History Department will conduct reviews for Tenure, Promotion, and Reappointment in accordance with the calendar published annually by the Office of the Provost.

2. Composition of review committee (4.07D1) – The Departmental Collegial Review Committee will be elected in accordance with the provisions of the faculty handbook from all tenure-track members of the Department who teach at least half-time. The Department Head will chair this committee, *ex officio*.

3. Procedures and preparation of documentation – The candidate list for each college is prepared by the Office of the Provost and distributed to the deans for review. The list is finalized by the Office of the Provost in conjunction with the Dean’s office. Detailed instructions for preparing the dossier are issued annually from the Office of the Provost including the TPR schedule for when documents are due and decisions are made at the various review levels.

C. Post-Tenure Review (4.08)

1. Overview - The History Department will conduct Post-Tenure Reviews in accordance with the calendar published annually by the Office of the Provost.

2. Composition of review committee - The Departmental Collegial Review Committee will be elected in accordance with the provisions of the faculty handbook from all tenure-track members of the Department who teach at least half-time. The Department Head will chair this committee, *ex officio*.

3. Procedures and preparation of documentation- Post-Tenure Review candidates will submit a current curriculum vita and student evaluations from the previous six semesters to the Departmental Collegial Review Committee. The Committee will then review and render a recommendation on candidates in accordance with the calendar provided.
by the Office of the Provost and within the guidelines outlined in the Faculty Handbook.

Criteria for Annual Faculty Evaluation, Reappointment, Tenure, Promotion, and Post Tenure Review

IV. The criteria for meeting expectations in The Department of History
   A. Annual Faculty Evaluation (4.05)
      1. Teaching -- The Department requires that every faculty member be an effective teacher as demonstrated in student evaluations, peer evaluations, and through peer reviews of course materials. Candidates must also adapt and contribute to the Department’s continuous curricular improvements. There are no exemptions from this provision.

      2. Scholarship -- While faculty may contribute to all areas of scholarship, each faculty member must demonstrate ongoing work, in the scholarship of discovery, towards completion of a major peer reviewed project, including published books (single or multiple authors or editors), articles, works under contract or consideration, conference papers, or minor articles. Minor publications, i.e. reviews and abstracts, grant reports and applications, unpublished reports or unpublished works under revision or consideration, are considered secondary and contributory to the ongoing work in major projects. Expectations for faculty in applied fields (public or social science education) may substitute the scholarship of application for the scholarship of discovery, as defined in CRD II.B.1.e., as long as such work meets the standard for external peer review.

      3. Service -- Each faculty member must be an active Department, College, and University citizen and demonstrate activity as outlined in Section II C of the Department Collegial Review Document. The Department encourages faculty to engage in other forms of service, but regards this service as supplemental.

      4. General comments -- The Department recognizes that a faculty member cannot perform equally well in all areas each year, but each individual must make an effort to make a contribution across the board over time. Faculty failing to meet Departmental standards for any category must develop, in conjunction and with the approval of the Department Head, a written action plan to address the specified deficiencies. Progress on the action plan will be assessed in the next Annual Faculty Evaluation.

   B. Reappointment (4.06)
      1. Teaching - The Department requires that every faculty member be an effective teacher as demonstrated in student evaluations, peer evaluations, and through peer reviews of course materials. Candidates must also adapt and contribute to
the Department's continuous curricular improvements. There are no exemptions from this provision.

2. Scholarship - Each faculty member must demonstrate ongoing work, in the scholarship of discovery, towards completion of a major peer reviewed project, including published books (single or multiple authors or editors), articles, works under contract or consideration, conference papers, or minor articles. Minor publications, i.e. reviews and abstracts, grant reports and applications, unpublished reports or unpublished works under revision or consideration, are considered secondary and contributory to the ongoing work in major projects. Expectations for faculty in applied fields (public or social science education) may substitute the scholarship of application for the scholarship of discovery as defined in CRD II.B.1.c., as long as such work meets the standard for external peer review.

3. Service - Each faculty member must be an active Department, College, and University citizen and demonstrate activity as outlined in Section II.C of the Department Collegial Review Document. The Department encourages faculty to engage in other forms of service, but regards this service as supplemental.

4. General comments - Faculty failing to meet Departmental standards for any category must develop, in conjunction and with the approval of the DCRC and the Department Head, a written action plan to address the specified deficiencies. Progress on the action plan will be monitored by the Department Head and an assigned mentor, and assessed in the next Annual Faculty Evaluation, and in the next reappointment assessment.

C. Tenure (4.07)

1. Teaching - The Department requires that every faculty member be an effective teacher as demonstrated in student evaluations, peer evaluations, and through peer reviews of course materials. Candidates must also adapt and contribute to the Department's continuous curricular improvements. There are no exemptions from this provision.

2. Scholarship - The History Department, in keeping with the prevailing standards in the discipline, generally requires a monograph at least under contract or in publication for tenure and promotion to associate professor, but the Departmental Collegial Review Committee will consider and evaluate the sum total of the candidate's total research production in making recommendations for tenure and promotion.

3. Service - Each faculty member must be an active Department, College, and University citizen and demonstrate activity as outlined in Section II.C of the Department Collegial Review Document. The Department encourages faculty to engage in other forms of service, but regards this service as supplemental.
4. General comments -- Candidates seeking early tenure are assessed by the criteria specified above and must demonstrate exceptional performance in all areas during the course of their probationary period. "Exceptional" is defined as clearly exceeding departmental expectations in teaching, research, and service as demonstrated in AFBs and in TPR feedback provided by the DCRC.

D. Promotion to Associate Professor (4.07)
   1. Teaching - The Department requires that every faculty member be an highly effective teacher as demonstrated in student evaluations, peer evaluations, and through peer reviews of course materials. Candidates must also adapt and contribute to the Department's continuous curricular improvements. There are no exemptions from this provision.

   2. Scholarship -- The History Department, in keeping with the prevailing standards in the discipline, generally requires a monograph at least under contract or in publication for tenure and promotion to associate professor, but the Departmental Collegial Review Committee will consider and evaluate the sum total of the candidate’s total research production in making recommendations for tenure and promotion.

   3. Service -- Each faculty member must be an active Department, College, and University citizen and demonstrate activity as outlined in Section II C of the Department Collegial Review Document. The Department encourages faculty to engage in other forms of service, but regards this service as supplemental. At the Associate Professor level, faculty should begin to seek leadership roles and adopt a broader service agenda.

   4. General comments - The Department recognizes that a faculty member cannot perform equally well in all areas each year, but each individual must maintain a high level of performance in all categories over time. Faculty failing to meet Departmental standards for any category must develop, in conjunction and with the approval of the Department Head, an action plan to address the specified deficiencies. Progress on the action plan will be assessed in the next Annual Faculty Evaluation.

E. Promotion to Full Professor (4.07)
   1. Teaching - The Department requires that every faculty member be a superior teacher as demonstrated in student evaluations, peer evaluations, and through reviews of course materials. Superior teachers effectively mentor junior faculty in the department concerning pedagogical issues and actively foster the educational quality of the department. Candidates must also adapt and contribute to the Department’s continuous curricular improvements. There are no exemptions from this provision.
2. Scholarship - The History Department, in keeping with the prevailing standards in the discipline, generally requires a second monograph at least under contract or in publication, for promotion to full professor but the Departmental Collegial Review Committee will consider and evaluate the sum total of the candidate’s total research production in making recommendations for tenure and promotion.

3. Service – Each faculty member must be an active Department, College, and University citizen and demonstrate superior activity as outlined in Section II C of the Department Collegial Review Document. The Department encourages faculty to engage in other forms of service, but regards this service as supplemental. Superior performance in service is defined as a broad service agenda in effective leadership roles in on and/or off-campus activities.

4. General comments - The Department recognizes that a faculty member cannot perform equally well in all areas each year, but each individual must demonstrate a superior performance in all categories over time. Faculty failing to meet Departmental standards for any category must develop, in conjunction and with the approval of the Department Head, an action plan to address the specified deficiencies. Progress on the action plan will be assessed in the next Annual Faculty Evaluation.

F. Post-Tenure Review (4.08)

1. Teaching - The Department requires that every faculty member be an effective teacher as demonstrated in student evaluations, peer evaluations, and through reviews of course materials. Candidates must also adapt and contribute to the Department’s continuous curricular improvements. There are no exemptions from this provision.

2. Scholarship – Each faculty member must demonstrate ongoing work, in the scholarship of discovery, towards completion of a major peer reviewed project, including published books (single or multiple authors or editors), articles, works under contract or consideration, conference papers, or minor articles. Minor publications, i.e. reviews and abstracts, grant reports and applications, unpublished reports or unpublished works under revision or consideration, are considered secondary and contributory to the ongoing work in major projects. Expectations for faculty in applied fields (public or social science education) may substitute the scholarship of application.

3. Service – Each faculty member must be an active Department, College, and University citizen and demonstrate activity as outlined in Section II C of the Department Collegial Review Document. The Department encourages faculty to engage in other forms of service, but regards this service as supplemental.
4. General comments - The Department recognizes that a faculty member cannot perform equally well in all areas each year, but each individual must make an effort to make a contribution across the board over time. Faculty failing to meet Departmental standards for any category must develop, in conjunction and with the approval of the Department Head, an action plan to address the specified deficiencies. Progress on the action plan will be assessed in the next Annual Faculty Evaluation.

Approved by:

[Signature]
Department Head

[Signature]
Dean

[Signature]
Provost

16 SEP 08
Date

[Signature]
Date

[Signature]
Date

[Signature]
Date
Departmental Committees, 2011-2012

1. Undergraduate Program Committee: Cosner (chair), Engel, Aderinto, Graham,
   - Charge: To monitor undergraduate majors; to assess programs; to assist in recruiting majors; to publicize and select the department's scholarship recipients.  2011-12 Priorities: Policy; Approve New Courses; Write Up Existing Policies; Identify Courses the Department Cannot Cover Given Current Faculty; Suggest Curriculum Revisions

2. Graduate Program Committee: Macaulay (chair), Swigger, Yale, McRae, and one graduate student (Picked by committee chair)
   - Charge: To monitor the graduate course program (i.e., curriculum, advisement, etc.) and to assist in recruiting graduate students.  2011-12 Priorities: Write Up Existing Graduate Policies; Graduate Student Recruiting Plan; Seminar Needs; Book List

3. Strategic Planning Committee: Boulware (chair), Dorondo, Engel, Szabo, Macaulay
   - Charge: To consider factors which might affect the department's future plans; to recommend annual departmental goals; to recommend strategies for accomplishment of the department's long-range plans.  2011-12 Priorities: Review/Revision of Department CRD; Advice On New Positions; Faculty Teaching Observations; Continuance of Paper Evaluations

4. Colloquia and Conversations Committee: Aderinto (chair), McRae, Yale
   - Charge: To bring visiting scholars to campus; to plan the schedule for our visitors; to coordinate publicity efforts, promote faculty research colloquiums.  2011-12 Priorities: Regular Research Colloquium/Brown Bag Lunches; Themes For Visiting Scholars; Professional Development Seminar

5. QEP Committee: Swigger (Chair), Boulware, Cosner, Dorondo, Graham,
   - Charge: To manage implementation of the department's QEP plan; develop assessment plans for QEP; provide advice on Briefcase implementation.  2011-12 Priorities: QEP Implementation; QEP Capstone Course Contract Form Finalization

*Department head ex officio on all committees.

Special Assignments:
- Coop/Internship Coordinator: Swigger
- Department Newsletter: Cosner
- Phi Alpha Theta Advisor & History Club Advisor: Dorondo
- Social Sciences Coordinator: Engel
- Graduate Program Director: Macaulay
- Department Secretary: Yale
- History Web Page: Denson
- Library Liaison: Yale

NOTE: An ad hoc committee will assist me in preparing for program review. Appointments and timeline will follow.
March Faculty Meeting  
March 5, 2012

Present: RDS, JS, EY, VS, DD, MEE, CC, AM, GG

Absent: HB, LM, SA

1. Administrative Notes
   • Travel Funds and Travel approval: Please get travel requests in to RDS and Kathy as soon as possible.
   • External Program Review: 26 March 2012. Pam Buchanan should be sending meeting requests soon. Faculty will meet with program reviewers. Program Review document almost drafted (thanks to VS, GG, AM)
   • Class Visitations: Please complete visits and write-ups as soon as possible.
   • AFEs: Will be conducted this semester according to current (old) DCRD. RDS will be seeking input on AFE timeline soon.
   • Chancellor’s Visit in April: Chancellor visiting during April 9 department meeting. Opportunity to ask questions and inform him about what our department is doing.
   • General Education Proposal: The proposal was circulated last week. Proposed curriculum would significantly alter what courses the history department could offer as part of General Education. There is no longer a specific history requirement. Various faculty members suggested that a perception that history has too many student credit hours has driven exclusion of history. Concern was also expressed about the 9 hour “Integrative Experiences” category (how will it be defined? Will our students’ education be as rigorous as it has been? Can we populate all three “integrative experience” categories with history classes? How will we transfer history classes from old gen ed categories to new categories?) Some concern was also expressed about whether history should be in social sciences or humanities (it's currently listed in humanities). VS raised the question of whether history should write a report on the proposal—present questions and comments in a unified form, which might be more influential. This was left open as a possibility. In the meantime, RDS encouraged faculty to attend upcoming forums on Gen Ed (March 7, 1-3; Forsyth Auditorium; March 12, 12:30-2:30, Killian 102).

2. Committee Reports
   • Strategic Planning
      ○ DCRD Revisions: RDS reported that these are completed. Approved unanimously. Has been submitted. Awaits approval at higher levels.
   • Undergraduate Committee: CC reported that they are looking for suggestions for a student handbook. Met recently to determine student awards. Student award ceremony will be April 17.
   • Graduate Committee: AM reported that 4 students will take summer comps (1 Europeanist, 3 non-Europeanist).
   • Colloquia and Conversations: Nothing to report (SA absent)
   • QEP Committee: JS reported that capstone contract has been completed. Will discuss it more fully at the next faculty meeting after full faculty has had a chance to review it. Investigating now whether capstone reminder letters can be submitted electronically.
3. Program Directors
   • Graduate Program – Alex. No further news.
   • Social Science Program – Mary Ella. Looks like student teaching interns may all make it through the semester. Yay!
   • Public History – Jessie: If you have students who might be interested in serving as docents for the Smithsonian exhibit in the fall, encourage them to take local history class in the fall. Also have a number of internships available.

4. Announcements
   • University of Glamorgan Course: Cancelled
   • “Septima Clark and the Black Women’s Civil Rights Movement,” Blue Ridge Room A Monday, March 5, 2012, 5:15 pm, BY PROFESSOR KATHERINE MELLEN CHARRON, Ph.D., Yale University, Venue: Room 130, Bardo Arts Center Time: 6:15pm
   • Book Sale (Wed, March 7 from 9:00 AM to 2:00 PM)
   • Alex’s talk to The Carolina Round Table on the World Wars (14 March at 6:00 PM in Killian 102 [formerly 104]); another talk on Netherlands and low countries in WWI, by a Prof. Van Toyle from Augusta State. Details TBD.
   • Library Fund: Money is being spent!
   • Faculty Senate: Nothing to report.
Faculty Meeting  
February 6, 2012

Present: RDS, VS, EY, DD, GG, HB, JS, CC, SA, AM

Absent: MEE, LM

1. RDS reported following Administrative Comments

- reminder about travel fund. Travel allocations from department are $350 per person. RDS expects sometime soon that the remaining money will be clawed back, so get notice that you plan to travel in as soon as possible.
- Reminder that Summer School funds can be used in restricted ways for equipment purchases.
- Program review committee organized. Working through process. Tentatively scheduled for 26 March. Do not know who internal person is.
- Advising Day is 21 February. Please pick up sign up sheets from mail boxes and email all advisees to instruct them to make appointments. Funnel appointments into advising day as much as possible.
- Class visits: get them done as soon as possible (both tenured and non-tenured folks).
- Course evals: we may add questions to our course evals. Could add questions for Fall 2012, but must add questions by early summer. Think about whether you have any department specific questions to add to evals.
- Budget priorities: chancellor starting new, more open budget process. Will include open hearings college by college. Process is to determine priorities for future new money, e.g. proposed tuition increase. Money not guaranteed, but if we do get some, spending it will be determined by this process. A&S budget hearing is February 16. There is also an A&S faculty committee. RDS will be sending budget priorities to Gibbs by Monday, February 13; send him any suggestions or comments. Note that recommendations should not include faculty raises—the question of raises is being taken up at Provost level (there is a movement to use some local tuition dollars, e.g. tuition dollars retained by Western, for raises, which is how a portion of them were used until state salary freezes). Other potential recommendations that DHC has discussed as having university wide impact: fixing Family/Medical leave policy (which is broken), enhancing chancellor’s travel fund (these are recommendations that can’t be made at departmental/college level, need to be taken up at provost level). **RDS’s suggestions for ranked departmental budget priorities: restore line (ancient history) lost in 2010, increase annual faculty professional development allocation to $750, and create adjunct faculty budget line for 5 classes per year (currently covered by pots of money that may disappear at any time).** Please offer comment on these priorities by Monday, February 13.

3. Committee Reports
   - Strategic Planning
• DCRD Revisions: HB reported that strategic planning is finalizing revisions. Would like vote on a couple of issues today, including paper evaluations. There was some debate about paper vs. online evaluations. Those who prefer them seem to feel slightly stronger about preserving them than those who don’t. **VS moved that we keep them and use them uniformly for AFE reviews. AM seconded. Ayes: 6 Nayes: 3. Motion passed.**

• DCRD Revision, ctd: include 1 page self-evaluative statement in AFE, with a statement of progress/goals in each area (research, teaching, service). VS said she prefers list of accomplishments rather than stating goals. GG said that this may disadvantage those working on monographs. VS suggested incorporating language that mandates 3 or 5 year review to capture development of longer projects. RDS recalled that we already do report 3 and 5 year rolling average of AFE scores for purposes of mythical raises that may come. RDS reminded us that AFEs happen in April, when no one is in the mood to write extensive self-evaluations. HB offered that most departments do not do three part self-evaluative statement. RDS took straw poll: In favor of self-evaluative statement: 0 people. RDS recommended Strategic Planning develop DCRD language that permits lists of accomplishments and development of work in progress in all three categories. We’ll return to this question next time.

• DCRD Revision: require external review for promotion to tenure and full professorships? This is not common on campus; Communication Disorders is the only department that does. GG moved that it not be required. Voice vote of “ayes” carried the motion.

• DCRD Revision, continued: RDS asked Strategic Planning to think more about how to define scholarship of application and draft language along those lines.

• DCRD Revision, continued: VS suggested we create benchmarks for years 2 and 4 of what should be accomplished so that the A&S and university TPR committees can better interpret TPR files. HB and Strategic planning will take this question into account at future meetings.

Undergraduate Committee: CC reported drafting online undergraduate handbook. IF you have suggestions for what to include in this handbook (or what not to include), email CC. If you want to check examples of other history department’s handbooks, check collection of handbooks in filing cabinets next to mailboxes.

Graduate Committee: AM reported 10/11 people passed comps. Comps questions have been revised. Needs book lists from DD and most Americanists. 3-4 people probably taking Comps this coming summer. DD asked if there had been requests for language exams. AM reported that no requests this spring. Also, we have 10 GAs for the fall. Only 6-7 new masters’ applications for the fall so far.

Colloquia and Conversations: SA reported upcoming colloquia with visiting scholars: Adriane Lentz-Smith, Hunt Family Professor of History, Duke University Date: Thursday 16 February 2012 Title of Presentation: “WW1 and African American identity” and another scholar from UNC Chapel Hill on March 5, venue TBA.
QEP Committee: will report on QEP capstone project contract in March

4. Program Directors
   - Graduate Program – Alex: nothing additional to report.
   - Social Science Program – Mary Ella: nothing to report
   - Public History – Jessie: nothing to report

5. Announcements
   - University of Glamorgan Course: Please re-announce to students. We need two more students to make the course viable!
     - Visiting Scholar: Adriane Lentz-Smith, Hunt Family Professor of History,
       Duke University Date: Thursday 16 February 2012 Title of Presentation: “WWI and African American identity.”
       Venue: Room 130, Bardo Arts Center Time: 6:15pm
   - Library Fund: EY reported that we are rapidly spending our money.
   - Faculty Senate: VS reported no announcements
     DD announced a History Club book sale upcoming soon.

6. Closing Comments

Agenda for the 2011-2012 Year
   - External Program Review (tentatively scheduled for Spring 12)
   - Course coverage and curriculum revisions
   - Continuing Paper Evaluations
   - CRD Review and Revision
   - Program Assessments, Student Exit Interview Feedback, and Departmental Planning
January Faculty Meeting  
9 January 2012

Present: RDS, GG, DD, MEE, JS, Saheed Aderinto, A, HB, AM, CC, Sue Abrams, VS, EY

1. Opening Comments

2. Administrative Notes
   - Travel Funds and Travel approval
   - Summer Funds
   - External Program Review (tentatively scheduled for 26 March 2012)
     - Syllabi and c.v.’s
     - Process and Committee: RDS will assemble ad hoc (4 person) committee to produce a 
       ~15 page document reviewing program.
     - Timeline
   - Course Fill – Spring 2012
   - Class Visitations
   - Course Evaluations

3. Committee Reports
   - Strategic Planning
     - DCRD Revisions: RDS reported that we need to add new Faculty Senate
       language on teaching effectiveness. Could also review and refine definition of
       scholarship of application and what constitutes evidence of service. May also
       eliminate requirement to include self-evaluative statement in AFEs. Strategic
       Planning Committee (HB as chair) will begin this process. DCRD revisions have
       to be approved and to the A&S dean by March 1; A&S dean turns them around to
       Provost by March 7. This means we need to make changes by the end of January
       so that we can have a serious discussion in early February and then make any
       further changes and vote in early March. VS and RDS observed that we need to
       submit new DCRD before program review begins, but, if we want to make any
       changes based on the external program review, we can do that later. RDS asked
       that everyone read the DCRD carefully, and send an email to HB (cc RDS)
       regarding any issues.
     - Undergraduate Committee: CC reported that undergrad committee will be tackling a
       handbook this semester.
     - Graduate Committee: Still need more revised booklists for comprehensive exam lists.
       Have some European lists.
     - Colloquia and Conversations: SA will distribute schedule this week

QEP Committee: JS reported that revisions are being added to capstone experience contract

4. Program Directors
   - Graduate Program: AM reported on upcoming comprehensive exams.
   - Social Science Program – MEB reported that 9 student teachers are out in the classrooms this
     semester
   - Public History – JS announced 3 interns are placed this semester, and the intro to museum

5. Announcements

   - University of Glamorgan Course: Applications due January 15th.
   - Library Fund: Library acquisitions money and Sossamon money are still available. Reserve
     Sossamon for one time primary source acquisitions.
• Faculty Senate: VS reported no news

6. Closing Comments

RDS has drafted fall schedule and will be contacting people soon to discuss schedules and preferences for fall 2012. RDS also noted that the time is coming when one of the “glass balls” will have to be dropped: either 2 preps or the balance of 2 100 level plus 1 upper level course per semester. RDS will approach each faculty member individually to see what they would prefer.

RDS meeting with department heads this week to discuss future direction of Liberal Studies program. Will report back to the department. VS asked where the general education proposals stand. AM reported that there’s a conceptual framework in place; it has 3 fewer credit hours and different categories for courses. The proposal is about 1 1/2 to 2 years away from being implemented. The proposal still includes the first year seminar. VS and RDS asked that people attend the upcoming series of Gen Ed / Liberal Studies forums—the loudest voice wins!

RDS raised the question of pay raises and travel restrictions—it’s been 5 years since we’ve had a raise and we’re no longer able to pay for professional development activities (conference attendance w/o paper presentations are not reimbursed). RDS will be pushing this spring to get reimbursement for conference attendance.

Provost candidates will be on campus starting the week of January 16. There will be opportunities for interaction with faculty.

RDS reported that Beth Lofquist will be seeking faculty input on selection of new interim A&S dean. Please provide feedback. Search for a permanent dean will await appointment of new provost.

Open Discussion

VS asked that people come to her with faculty related concerns, as she’s working with the 2020 commission.

GG raised question of campus reorganization (re-aligning colleges). VS and RDS reported that this is on the back-burner.

VS noted that there will be a work-load study coming down the pipeline in the next year.

Agenda for the 2011-2012 Year
• External Program Review (tentatively scheduled for Spring 12)
• Course coverage and curriculum revisions
• Continuing Paper Evaluations
• CRD Review and Revision
• Program Assessments, Student Exit Interview Feedback, and Departmental Planning
December Faculty Meeting
5 December 2011

Present: RDS, VS, EY, AM, SA, CC, JS, DD, GG, MEE

1. Opening Comments

2. Administrative Notes
   - Travel Funds and Travel approval
     o RDS reported that Provost's office wants 2 week lead time on all travel approval requests, including research trips that are financed without university funds.
   - Summer Funds: State Treasurer has told us that summer funds have to be used for summer support. Only those who teach summer school can be supported with summer funds. But problems like these have solutions; RDS will recode all history faculty so that all travel of those who teach summer school is paid for out of summer funds, and all those who don't is paid out of regular funds. Goal is to avoid money being appropriated back by the state.
   - External Program Review (tentatively scheduled for Spring 12): RDS reports that the program review visit will occur in February or March. Internal/external reviewers not yet identified. Internal reviewer will come from WCU, but not from A&S. External reviewer will be from within UNC system; RDS suggested John David Smith (at UNCC) and Freddie Parker (At UNC Central). Both are Americanists.
     o Syllabi and cr: Please submit to Kathy via email by December 16. Submit syllabi for all courses that are part of your normal teaching rotation.
   - Registration – Spring 2012: Classes are almost full. There are a few spaces in History 232. As of Friday, December 2, 900 students enrolled by not registered for Spring 12 (10%) of student body (If the number stays this high, may be financial implications). Dec 15 is the drop day for non-payment of tuition; tell students who have been unable to get classes to watch MyCat on that day for spots to open up. Also adding transfer students in the spring, so may add advisees.
   - Class Visitations: Please complete class visits and reports of class visits with all due speed.
   - Course Evaluations: Online evaluations close on December 10th. Paper evaluations will also continue; please complete them this week.

3. Committee Reports
   - Strategic Planning
     - Non-Class Student Workload: Strategic Planning has put together a plan for tracking faculty work that is not based in classes. GG asked about adding a component for Electronic briefcase management, if that becomes a faculty responsibility
     - RDS explains that we want to track work with students because administration/higher levels are beginning to want this information. Legislature will be looking at faculty workload in fall 2012, so this data tracking will also help us make case about how our hours are spent.
     - VS and RDS explained that this would be an informal system—individuals should track their non-class student workload and then submit to RDS at the end of the year so that he can crunch numbers
   - Undergraduate Committee
     - Course Elimination: CC reported that the Undergrad Committee has offered recommendations to RDS for courses to cut/merge courses. If you would like to change the title of a course, send an email to CC, so that a formal request can be made. RDS: just because we're cutting courses, doesn't mean that we shouldn't be proposing new courses. VS suggested a structural review of adding courses—would be good to think more consciously about overall shape of program. RDS concurred but said that goal of current review of cuttable courses was to have a list of cuttable courses to offer up in case such a request is made for budget reasons. RDS suggested we should wait until after external program review to engage in thorough curricular review.
• CC reported that Undergrad Committee is considering putting together a handbook. CC asked that we review samples of undergrad handbooks contained in main office, and send suggestions for what you’d like to see in such a handbook. Undergrad Committee’s work on this project will begin in spring, with goal of approving something in fall 2012.

• Graduate Committee:
• Colloquia and Conversations: SA is assembling schedule of talks for spring.
• QEP Committee
  • Contract: JS explained capstone contract. VS questioned what we can do if students fail/blow off capstone requirement. RDS suggested adding a “yes/no” question to degree audit that will go from red to blue. Advisor will be responsible for verifying that capstone contract has been fulfilled, and will send email to RDS once student has fulfilled the contract. Students who entered in Fall 2011 (including transfer students) are responsible for completing a capstone experience. ME raised the question of what to do with double degree candidates? Suggested that student teaching count as capstone for both degrees. VS, RDS, GG raised question of double degree/majors where majors are very different—if they do one capstone, how will we track that? Agreement that two capstones would be overkill, but how would we track that they had completed one? RDS asked JS to raise this question with Carol Burton.
  • Currently, we have no means to track completion of capstones. Will not turn on tracking until contract and questions about contract totally finalized
  • JS asked for additions to Capstone Contract. VS asked that we emphasize severity of blowing off capstone. RDS asked for a copy of the contract, and for students who have 60 hours, explaining to them about the capstone project. ME suggested we add dual major policy to the capstone contract.
  • RDS called for motion to vote on contract. Contract adopted by voice vote.

4. Program Directors
  • Graduate Program – Alex: Nada.
  • Social Science Program – Mary Ella: Ongoing issue with lack of placements for spring student teachers. Issue as well with placements being further from WCU—MEE travel for observations eats into budget.

5. Announcements

• University of Glamorgan Course – Meeting on 8 December at 2 in MK 208
• Grubfest: DD announced grubfest for 12/12, the first day of exam week, at noon.
• Library Fund: please send EY requests and check Choice Cards, because there is money to burn
• Faculty Senate: VS reported that chancellor has promised a salary study in the spring and collegiality is an ongoing issue

Holiday singing for Kathy on Friday, December 16 at 11

6. Closing Comments

Agenda for the 2011-2012 Year
• External Program Review (tentatively scheduled for Spring 12)
• Course coverage and curriculum revisions
• Continuing Paper Evaluations
• CRD Review and Revision
• Program Assessments, Student Exit Interview Feedback, and Departmental Planning
November Faculty Meeting Minutes
7 November 2011

Present: Gael Graham, Beth Yale, Alex Macauley, Mary Ella Engel, Hunt Boulware, 
Saheed Aderinto, Jessie Swigger, David Dorondo, Vicki Szabo, Libby McRae, Richard 
Starnes

Absent: Charlotte Cosner, Andrew Denson (on leave)

1. Opening Comments

• RDS opened with a quashing of rumors about additional budget cuts. Revenue 
  projections currently up; no more across the board cuts currently planned.

2. Administrative Notes

• Travel Funds: If a travel commitment has been made, you are good to go. Please 
  submit paperwork as soon as possible.

• Summer Funds: have been used to support summer travel and research. State has 
  barred summer funds for this purpose. Only state treasurer can release these funds 
  after a request from the UNC system. RDS will not put out a call for summer 
  research/travel grant applications until it's clear whether than money will be 
  released.

• Teaching staff reductions: Sue Abram will teach only an online course in the 
  spring (no in-residence classes). Not sure if we'll employ any adjunct instructors 
  in the fall, because they're being paid this year with AD's lapsed salary.

• External Program Review (tentatively scheduled for Spring 12): will be last week 
  of March/first week of April. Will put together dossiers on course information, 
  enrollment data, faculty CVs and syllabi. Does not require 60-70 page report (as 
  in days of yore); more like a 15-20 page report. External reviewer will likely be 
  from UNC system; RDS has suggested professors from UNC-Charlotte and UNC-
  Central; Institutional Research will make the final call about who the external 
  reviewer will be. Look for email from Kathy for CV and syllabi.

• Registration – Spring 2012: a little early to judge, but some classes are starting to 
  fill. Will see in coming weeks where bottlenecks are; RDS not currently planning 
  to increase enrollment limits. Most rooms can't physically fit more; RDS will 
  resist adding more to those that can on pedagogical terms. RDS more concerned 
  about staffing courses in Fall 2012 without adjuncts. RDS also mentioned 
  Belcher's new plan to bring in 800 “new” resident students (frosh, transfers, 
  former WCU students who left and have come back)—if we get many new 
  majors, we will have a problem because we don't have capacity to staff courses 
  for new upper-level students

• Class Visitations: If you haven't done them yet, please schedule observations and 
  write up observations if they've been completed. Observations of tenured faculty 
  (1x per year, according to new policy) have also begun.

3. Committee Reports
Strategic Planning: HB reported that strategic planning will be discussing how to recognize student-oriented service in AFEs. HB also requested more feedback on the question of paper course evals—have not heard from everyone. RDS emphasized that all feedback be reported before Thanksgiving so that we can make a plan for the end of this semester.

Undergraduate Committee: No report.

Graduate Committee: AM reported Grad Program policy changes. 1) Students can write a thesis if they make a 3.3 GPA or higher in their first year. Lower than that, and they have to petition to write thesis. 2) Policy on transfer credit of online courses. To receive transfer credit, needs to be accredited institution + provide syllabi + not a course similar to WCU offerings. 3) Foreign Languages. Students must take test in fall through MFL at first. If they fail in the fall, they can take an exam in the department in the spring (we have the resources to cover Spanish, German, and French among departmental faculty). MEE asked what standard of competence was required. AM explained they had an hour and a dictionary to translate a brief primary or secondary source, and 70-75% translation was required to pass the test. AM also mentions that comps questions have been revised and are ready to post for students entering Fall 2012. He requested revised book lists from every faculty member by mid-spring 2012. He will pool these lists and ask Americanists and Europeanists to evaluate them as a group.

Colloquia and Conversations: SA reported that JS will give a talk on 11/11.

QEP Committee: JS reported that they will have capstone experience contract ready to go by December. Once contract is in place, a yes or no question will be added to degree audit: "Have they completed their capstone experience?" Checksheets will also be altered to reflect this change. Completing capstone experience required to graduate. Information about capstone experiences will be included in student’s advising folders. Advisers will need to be aware of making sure students meet this requirement. In Spring 2012, will have advisees sign letter noting that they’re aware that they need to complete capstone experience. There were many questions about how the capstone experience will work in practice (it seems needlessly complicated and kind of potentially make-work-y)—these questions will be further discussed at the December meeting, when QEP committee will present contracts.

SACS accreditation: Carol Burton’s office is adding a 5 year mini-review to the middle of the decanal SACS accreditation visit. This mini-review will occur Fall 2012; need to make progress as a department and a university on implementing QEP by then.

4. Program Directors

Graduate Program – Alex: no report in addition to above.

Social Science Program – Mary Ella announced World History teaching demos and thanked those who came to US History teaching demos. Please attend World History demos next week, Nov 15 and 17.
• Public History – Jessie reported that their will be a practicum class in Fall 2012. Students will get training and then act as docents for Smithsonian exhibit at MHC and the companion exhibit at the Jackson County Library.

5. Announcements

• If you have not attended violence training, please do.
• DD is pleased to announce that Dr. John Bell, professor emeritus of history at Western Carolina University, will be speaking to The Carolina Round Table on the World Wars on Thursday 10 November 2011 at 6:00 PM in Killian 104 on the WCU campus. He will be addressing the subject of “The US Army on the Eve of War: December 1941.” Please announce to classes. Dr. Bell has been a loyal supporter of the history department. DD also noted that in future, there will be two talks for semester, spread out between WWI and WWII.
• Faculty Senate: VS and LM reported that faculty senate is developing a new checklist for measuring teaching effectiveness in TPR files. There will be “three dimensions” of teaching. Also working on new checklist for DCRDs

6. Closing Comments

• Final Comments. RDS, LM, and VS discussed possible changes to the way classes are assigned. May have to monkey with distribution of preps—potentially alternating semesters with 2 upper level preps plus 1 lower level prep and 2 lower level preps plus 1 upper level prep. Other strategies are also possible. Concern is that we have not been offering enough upper-level classes to allow our students to meet their requirements while maintaining equitable distribution of teaching responsibilities.

Agenda for the 2011-2012 Year

• External Program Review (tentatively scheduled for Spring 12)
• Course coverage and curriculum revisions
• Continuing Paper Evaluations
• CRD Review and Revision
• Program Assessments, Student Exit Interview Feedback, and Departmental Planning
1. Opening Comments

RDS thanks everyone for showing up for irregularly scheduled meeting. Present: Richard Starnaes, Vicki Szabo, Mary Ella Engel, Hunt Boulware, Saheed Aderinto, Charlotte Cosner, Jessie Swigger, David Dorondo, Gael Graham, and your faithful secretary, Beth Yule.

2. General Notes

• Travel Funds: RDS not sure if summer travel money will be available for summer 2012. Expects some money, but not necessarily what we usually have (which is about $8000). May also not have money for $1000 faculty research grant.

• Position Requests
  o Middle East Position: currently 5th ranked position in Arts and Sciences (list has been sent up to University level). Will probably not get the position this year.

• Class Visitations: Please schedule these and please submit reports.

• External Program Review: scheduled for Spring 12. This review is required every 5 years. There will be one external reviewer and one internal reviewer. This review will cover Undergraduate and Graduate history programs (but not Social Sciences Education). RDS will pull together ad hoc committee to work through paperwork requirements for the review.

• Advising
  o Notes in files and check sheets
  o New graduation application process
  o Advising Day – Wednesday, 2 November 2011. Please block the day off for advising.
  o Certificate in Public History: make advisees aware of the certificate program. Jessica has a handout you can give advisees—she will send it around.
  o Professional Development seminars: Have not been well-attended in the past. After some discussion, it seemed clear that no one is interested in mounting any seminars for fall advising day. However, it was suggested that we discuss professional development issues with students and survey them as to what kinds of professional development seminars/information sessions would be helpful, so that we can plan for the future. RDS will produce said survey (which will be more of an informal checklist of questions to ask advisees).

• Spring Schedule: We have a good variety of classes. Rooms will be set soon. RDS has some concerns about variety of our offerings over the long haul, especially for students with considerable transfer credits. We have a problem: we’re one of top 3 A&S departments in terms of enrollments and majors yet faculty resources are declining. Please publicize this fact as much as possible in other forums—we need to bring attention to it, so that cuts made during time of constrained budgets don’t become normal. CC asked what kinds of courses need to be protected/prioritized. RDS suggested that we should prioritize courses we have staff to teach—we should not have on the books courses that we haven’t taught in more than three years. GO asked if liberal studies was the problem—liberal studies commitments prevent us from offering enough classes for majors? RDS suggested that Upper Level Perspectives plus growth in elementary ed/middle school ed majors with concentrators in history is causing the problem—these factors cause classes to be filled up with non-majors. Some of the problems are student-driven—students not registering when they can, not willing to take classes that are especially early or late on Fridays.

• RDS also concerned about students who “stop-out” because they don’t have the money to finish. RDS had five advisees so far say they won’t be back in the spring because of money issues. Please communicate to RDS any information you get from students along these lines, because it needs to be funneled back up to university administrators. VS raised question of whether we can address this problem—and how. RDS gave an example: some departments are pushing for differential tuition—including fees for labs, fees for accreditation. We might be able to discourage these kinds of tactics as a faculty.
3. Committee Reports
   • Strategic Planning
     o Tenured Faculty Class Visits: HB reported that committee voted to have tenured faculty observed once a year.
     o RDS also suggested that we will have to change CRD soon to line it up with TPR changes recently enacted at university level.
     o Paper evaluations: HB reported that they have not come to any conclusions here. Suggestions include: cancelling paper evals and adding some special questions to the online evals. HB will send around an email soliciting input on question of paper evals.
   • Undergraduate Committee: CC reported that they’ll be meeting this week to review curriculum and make judgments based on feedback from faculty earlier in the semester.
   • Colloquia and Conversations: SA reported that Libby will present in October; Jessie will present in November. Presentations for each month are lined up for the Spring.
   • QEP Committee: JS reported that they’re finalizing the capstone project guidelines. GG asked where we are on implementation of electronic briefcase. JS reported that their piloting it in English courses. RDS: still not clear who will have access to EBs and who will place material in them and how they will represent assessment

4. Program Directors
   • Graduate Program – Alex: not present (attending graduate program directors meeting)
   • Social Science Program – Mary Ella: nothing new
   • Public History – Jessie: nothing new

5. Announcements

   BY announced the University of Glamorgan Summer School on British History and Literature

   RDS announced that the next faculty meeting will be the first Monday of November.

6. Closing Comments

   Thanks for being here, everybody!
Fall Faculty Meeting
19 August 2011

1. Opening Comments/Welcome New Faculty

RDS observed that almost all classes are full at 38; that’s how it’s going to be for the foreseeable future. Not doing overrides above 38, though. May be exceptions for split grad/undergrad classes. Have not been slammed by transfer students, luckily.

2. Opening of Year Notes
• Library Liaison: Becky Kornegay presented updates from the library. Library is facing 18% cut to materials budget. Will hit books and subscriptions, but subscriptions harder. Will first cut overlap between individual journal subscriptions and what’s available in databases like JSTOR. Will cut journals that do not get a lot of use. Library spent summer compiling statistics on cost and cost/use. Will consult with a 3 person committee in history on journal titles to preserve. Decisions need to be made by September 12. Major databases like JSTOR and Project Muse are not going anywhere.
• Pay for Print: last year, exceeded allocated budget by 100%. Please limit printing as much as possible. If you need it for class, print it; but otherwise, think carefully about whether you need a paper copy of something. Please continue to distribute paper syllabi — we don’t want to offload that cost onto our students. Consider distributing articles/readings over Blackboard. Again, please do be careful, as overruns on printing will probably come out of departmental funds for faculty travel.
• Travel Funds: can honor traditional travel allocations for presentation and attendance at conferences. Using summer school revenues, but should be able to cover travel even if summer school money gets taken away.
• Position Requests
  o We are now down two faculty positions from two years ago. RDS continues to submit requests, making the argument that number of majors in History and Social Sciences is on the rise, and yet we have fewer faculty.
• Class Visitations: Untenured faculty, please schedule class visitations as soon as possible. All tenured faculty should observe your teaching at least once before you go up for tenure. This year, we will also consider having visitations extended to tenured faculty.
• Academic Honesty Policy Change: This happened last year, but just a reminder. In case of Academic Honesty violations, work directly with student and with Office of Student Community Ethics — do not go through department head. Inform RDS, but work with student and Student Community Ethics. LM raised a problem: students plagiarize, but refuse to appear to sign the form, thus avoiding having the offense recorded. If this happens, email them to notify them. No response, email them again. No response after two days (or if student only responds via email, accepting that they violated the policy and accept the
punishment), print out emails, attach them to the form, and then submit it to Student Community Ethics.

- Advising
  - Notes in files and check sheets: We’re doing a better job of putting notes in files, which is extremely helpful.
  - New graduation application process: This is now live. Should receive email from registrar when student applies for graduation. Student has to apply for graduation, though.
  - Advising Day – Wednesday, 2 November 2011: Please note on syllabi and on your calendar.
  - Certificate in Public History: have been receiving a significant number of inquiries about the certificate. Remind advisees that it is an option.

- Tenure, Promotion, and Reappointment Candidates Dossiers Due Dates
  - Reappointment, Tenure, and Promotion – 3 October 2011: RDS will meet separately with tenure-track faculty to discuss new process. Dossiers due in years 2, 4, 6. Applications need to be completed in 1, 3, 5. Have materials ready in late September for Richard to review prior to final submission. Departmental Collegial Review Committee will also meet before October to discuss the new process.
  - Post-Tenure Review – Due in January 2012. Date TBA

- Office Hours – Please submit to Kathy by Monday, 23 August 2011.

- Spring Schedule
  - Requests to RDS by 27 August 2011. Please convey via email.
  - Days/Times: RDS will continue to attempt to balance MWF/TR and 2 prep schedules.

- Faculty Absences from Class: If you are absent for a professional reason, must fill out request for absence. Helps cover you for workman’s comp, in case your injured while traveling.

- Reminder: Instead of going through Kathy, IT Services asks that faculty call extension 7487 directly to report any classroom or office PC issues, so that people working their helpdesk can try to troubleshoot problems before having to sending someone out. This will help with their manpower shortage due to the hiring freeze.

4. Faculty Service
   - Committee Assignments and Charges: RDS distributed sheets with service assignments and reviewed personnel and priorities for each committee.
   - Graduation Attendance: please sign up
   - Open Houses: please sign up

5. Program Directors
   - Graduate Program – Alex: 5 students taking comps in the fall (1 Europeanist, 4 Americanists). New questions are finalized for comps. Will not be introduced until revised book lists are in place. Expect email from AM mid-semester asking for revisions to book lists. Setting up new process for language exams (doing
some of them internally) because MFL no longer teaching spring reading courses for grad students and charging students for retakes of language exams.

- Social Science Program – Mary Ella: may get up to 140 majors this fall. 2 student teachers in the fall, a bunch in the spring. Our graduates are getting jobs!
- Public History – Jessie: 12 interns this summer, doing a range of things, including collections management, archival work, tour guides in period dress. MHC has been selected to participate in Smithsonian-sponsored program “Museums on Main Street.” Will be hosting “Journey Stories” in Sept 2012, based on the Smithsonian’s history of transportation exhibit. JS working with public history students to develop local companion exhibit at Jackson County Public Library

6. Agenda for the 2011-2012 Year

- External Program Review (tentatively scheduled for Spring 12): Still planning to prepare for this. Will pull together an ad hoc committee to prepare. Rumor that program reviews may be suspended depending on outcome of Belcher’s strategic planning process. Stay tuned for updates.
- Course coverage and curriculum revisions: will be looked at by Undergraduate Program Committee.
- Continuing Paper Evaluations: will debate continuing these. May be gaining capacity to add department specific questions to online evaluations.
- Student Exit Interview Feedback: These were included with RDS’s email with agenda. Please look at them—we’ll discuss them at a future faculty meeting in September or October.
- Systematic alumni survey: RDS will begin working with Institutional Research to survey alumni. What are they doing now? It seems likely that job placement may eventually drive internal funding decisions/university debates, so important to collect that data.

7. Questions

- MEE asked if we would have to actively defend our low enrollment courses—e.g. methods classes. RDS said no: more likely looking at overall enrollments. We’re also fine in terms of how we teach electives, because already doing them 1 every 4 semesters or 1 every 6 semesters.
- GG asked question about retention, following up on Belcher’s statement in opening address that retention is “everybody’s problem.” RDS said that exit interviews indicate some students don’t like social life; some don’t like courses; anecdotally, some students can’t afford to come back. UNC formula for budget cuts seems to have punished larger universities with more students on financial aid.
- HB asked about online courses. RDS: we teach only History 141 online (Sue Abram does one section each semester). Can’t do any more, because it would mean a faculty member would have to drop a face-to-face section.

8. Announcements
• Fall Field Day, 23 September 2011, Picnic Area, 4-7pm. Details to follow. The Picnic Area is already confirmed.
• Comprehensive Exams, 9 September 2011

9. Closing Comments

• RDS commented that morale is pretty low. No raises, upward pressure on enrollment, having to change teaching in response to growing classes. Please keep students at the fore. Please keep scholarly productivity up. RDS will continue to be as forthright as he can with regard to budget issues, etc.

Welcome to 2011-12! Clear eyes, full hearts, can’t lose!

-Beth
Hunter Library Report for History Department  
March 1, 2012

Number of history books currently in the library collection: 64,800

Number of history journals currently subscribed to: 78 (see attached for title list)
Subscription cost for those 78 journals: $17,600.00
Richard, this includes only those journals we pay for individually. If you add the journals that are part of packages (JSTOR, Academic Search Complete, etc.), we have 2,459 more titles. Creating a list of those would take some time and can’t happen until Monday.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>No. books purchased</th>
<th>Amount spent on books</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>472</td>
<td>19,704.00</td>
</tr>
<tr>
<td>2008-2009</td>
<td>454</td>
<td>19,703.00</td>
</tr>
<tr>
<td>2009-2010</td>
<td>396</td>
<td>17,217.00</td>
</tr>
<tr>
<td>2010-2011</td>
<td>394</td>
<td>17,602.00</td>
</tr>
<tr>
<td>2011-2012</td>
<td>Incomplete fy</td>
<td>Allocation: 14,314.00</td>
</tr>
</tbody>
</table>

Becky Kornegay  
Research & Instruction Librarian  
Hunter Library  
Western Carolina University  
Cullowhee, NC 28723  
828-227-3417

From: Richard Starnes  
Sent: Thursday, March 01, 2012 1:44 PM  
To: Becky Kornegay  
Subject: RE: library numbers for program review

2007-Present.

Thanks!

RDS

Dr. Richard D. Starnes  
Department Head  
Associate Professor of History  
Department of History, 226 McKee  
226 Central Drive  
Western Carolina University
From: Becky Kornegay
Sent: Thursday, March 01, 2012 1:42 PM
To: Richard Starnes
Subject: RE: library numbers for program review

No titles is good news. I still need to know what years of information you need for the number of books bought/amount spent.

Thanks,
bk

Becky Kornegay
Research & Instruction Librarian
Hunter Library
Western Carolina University
Cullowhee, NC 28723
828-227-3417

From: Richard Starnes
Sent: Thursday, March 01, 2012 9:25 AM
To: Becky Kornegay
Subject: RE: library numbers for program review

No – No titles. I promise.
Thanks for working this.
Best,

RDS

Dr. Richard D. Starnes
Department Head
Associate Professor of History
Department of History, 226 McKee
298 Central Drive
Western Carolina University
Cullowhee, NC 28723
(828) 227-3910
(828) 227-3419 (fax)

From: Becky Kornegay
Sent: Wednesday, February 29, 2012 4:51 PM
To: Richard Starnes
Cc: Becky Kornegay
Subject: library numbers for program review

Hi, Richard:

In the works: number of history volumes in our collection
In the works: list of history journal titles currently subscribed to

Can be found: amount spent on books each year for history + number of books bought for history each year

Question for you: how many years do you need? We have the numbers back to the mid-90s at least, but I don’t want to put all that together unless you need it.
Remind me what you said about actual book **titles**, as opposed to numbers of books? Coming up with a list of titles (ordered or owned) would be time-consuming but possible. But the file would be really huge. Do they really want titles?

Becky

Becky Kornegay  
*Research & Instruction Librarian*  
*Hunter Library*  
*Western Carolina University*  
*Cullowhee, NC 28723*  
*828-227-3417*
Africa South of the Sahara
Agricultural history
Agricultural history review
Alabama review
American heritage
American historical review
American Indian culture and research journal
American Indian quarterly
Appalachian journal
Austrian history yearbook
Biblical recorder
Central European history
Chase's ... calendar of events
Cherokee one feather
China quarterly
Chronicles of Oklahoma
classical review
Clio
Current history
Diplomatic history
Economic history review
English historical review
Ethnohistory: the bulletin of the Ohio Valley Historic Indian Conference
European history quarterly
Far East and Australasia
Fides et historia: official publication of the Conference on Faith and History
Florida historical quarterly
Georgia historical quarterly
German history: the journal of the German History Society
Historia mexicana
Historical journal
Historical research: the bulletin of the Institute of Historical Research
History
History and theory
History today
International affairs
International studies quarterly: a publication of the International Studies Association
Journal of African history
Journal of American history
Journal of Appalachian studies
Journal of Cherokee studies
Journal of East Tennessee history
Journal of economic history
Journal of Hellenic studies
Journal of Latin American studies
Journal of medieval and early modern studies
Journal of military history
Journal of Mississippi history
Journal of modern African studies
Journal of modern history
Journal of popular culture
Journal of Roman studies
Journal of southern history
Latin American Historical Dictionaries [Set Record]
Middle East and North Africa
North Carolina historical review
oral history review
Our state (Greensboro, N.C.)
papers of James Madison : presidential series /
papers of James Madison : secretary of state series /
Papers of Thomas Jefferson
Past & present
Proceedings of the South Carolina Historical Association
Prologue : the journal of the National Archives
Public opinion quarterly
Renaissance quarterly
Signs: journal of women in culture and society
Slavic review
Smithsonian
Social science quarterly
South America, Central America, and the Caribbean
South American handbook
South Carolina historical magazine
Speculum
Tennessee historical quarterly
Vierteljahrshefte für Zeitgeschichte
Virginia magazine of history and biography
William and Mary quarterly
SUSAN M. ABRAM
PO Box 607
Whittier, NC 28789-0607
334-707-0286 (c) or 828-497-2474 (h)
(828) 227-2735 (w)
smabram@frontier.com
smabram@email.wcu.edu

EDUCATION

Auburn University, Auburn, Ala.
Ph.D., August 2009.
Diss. “Souls in the Treetops: Cherokee Masculinity, War, and Community, 1760-1820.”

Western Carolina University, Cullowhee, N.C.
Thesis: “To Brighten the Chain of Friendship: The Cherokee Indian Agency Records, 1801.”

TEACHING AND RESEARCH INTERESTS

Early United States, Appalachian History, Southeastern Indians, U.S. Environmental History,
Modern World History (Sub-Sahara Africa and Atlantic World (colonization/decolonization);
political economy of Europe/China)

TEACHING EXPERIENCE

Adjunct Professor, Western Carolina University, 2008-present.
American Lives: Dreamers, Lunatics, and Ordinary People (142)
Turning Points in American History: Paths Taken and Paths Rejected (141)
Turning Points (141-online)
Turning Points in European History: Paths Taken and Paths Rejected (151)
North Carolina History (341-online)
Cherokee History (445/545)

Adjunct Professor, Southwestern Community College-Macon Campus, 2010-present.
American History I (HIS-131)
American History II (HIS-132)
Recent American History (HIS-231-forthcoming)
General Anthropology (ANT-210-DL [forthcoming] and on campus)
Cultural Anthropology (ANT-220)
Cultural Studies-American Indians (HUM-120-forthcoming)

Adjunct Professor, Southwestern Community College-Oconaluftee Fine Arts Institute,
Cherokee Campus, 2009-present.
Cultural Anthropology (ANT-220)
Adjunct Professor, Haywood Community College, 2009-2010.
U.S. Modern History (132)
U.S. Modern History (132-online)
U.S. Early History (131-online)
Western Civilization II (122)
College Transfer Success (ACA-122-online)
Appalachian Culture (HUM-123)

Instructor, Auburn University, 2007.
U.S. History Survey to 1877 (2010)
American Environmental History (3970)
History of Southeastern Indians (3000)
Teaching Assistant and Lecturer, World History, Auburn University, 2002-2004
Visiting Lecturer, Historical Methods, Auburn University, 2006
Visiting Lecturer, Appalachian Studies, Auburn University, 2006.

PUBLICATIONS


PROFESSIONAL PRESENTATIONS

“‘Our Part in the Late War:’ A Cherokee ‘Band of Brothers’ in the Creek War.” Alabama Historical Association Annual Meeting, Annual Meeting 2006, Fairhope, Alabama.
“Revisiting the Horseshoe: A Reexamination of Cherokee Military Presence in the Creek War.” Southern Historical Association, Annual Meeting, November 2005, Atlanta, Georgia.
“Cherokee Masks: A Cultural Expression.” Video presentation, Undergraduate Expo 1999, Western Carolina University, Cullowhee, North Carolina.

PROFESSIONAL DEVELOPMENT AND ACTIVITIES

Local arrangements committee, North Carolina Chapter of the National Trail of Tears Association, Annual Meeting 2011, Cherokee, North Carolina.
“Reacting to the Past.” Workshop, December 2009, Western Carolina University, Cullowhee, North Carolina.
Local arrangements committee, Alabama Historical Association, Annual Meeting 2007, Opelika, Alabama.
Panel Moderator, Phi Alpha Theta Graduate Colloquium, Auburn University, 2005 and 2006.
Secretary/Treasurer, Phi Alpha Theta, Auburn University, 2003-04.
Professional Organization Membership

American Historical Association
American Society for Ethnohistory
Appalachian Studies Association
Bartram Trail Conference
Friends of Red Clay
North Carolina Association of Historians
Organization of American Historians
Society for Appalachian Historians
Southern Historical Association
Trail of Tears Association (NC Chapter Vice President, 2008-2010)

Research and Museum Experience

Research

Research assistant, Western Carolina University, Payne-Butrick Papers (a NEH grant project), 2000-02.

Consultant

Consultant and researcher, Trail of Tears Commemorative Park Museum, Hopkinsville, Ky., 1988-89.

Museum Experience

Co-director, Cherokee Heritage Museum and Gallery, Cherokee, N.C., 1982-2010; co-founded the museum in 1982.
Researcher, On-loan traveling exhibits from the Cherokee Heritage Museum and Gallery:
    Pickens County Museum, Pickens, S.C.
    McMinn County Living Heritage Museum, Athens, Tenn.
Guilford Native American Association Art Gallery, Greensboro, N.C.
Parthenon, Nashville, Tenn.
Sycamore Shoals State Historical Site, Elizabethton, Tenn.
Greenwood Museum, Greenwood, S.C.
Roswell Nature Center, Roswell, Ga.
Arts and Science Museum, Statesville, N.C.
Angel Mounds State Historical Site, Evansville, Ind.

OUTREACH

“‘Our Band of Brothers:’ The Cherokee Role in the Creek War.” Horseshoe Bend National Military Park, Muster on the Tallapoosa 2005, Daviston, Ala.

HONORS

Marguerite Scharnagel Writing Fellowship Award, 2008
Graduate School Fellowship Travel Award, 2006
Claire D. and Jane A. Heidler Memorial Award, 2005-06
Robert L. Partin Award, 2003-04
Graduate Colloquium Award, 2003
Most Outstanding Anthropology Student Award, 1999-2000
Helen B. Ramsey Scholarship, 1999-2000
Alice Matthews Scholarship, 1998-99
Phi Alpha Theta, Phi Kappa Phi, Pi Gamma Mu member

REFERENCES

Kathryn Holland Braund, Professor of History, Auburn University, Ala.
   Phone: 334-844-6649; E-mail: braunkh@auburn.edu

Richard Starnes, Department Head; Associate Professor of History, Western Carolina University, Cullowhee, No.Car.
   Phone: 828-227-3910; E-mail: starnes@email.wcu.edu
Barbara Putnam, Dean of Arts and Sciences, Southwestern Community College, Sylva, No.Car.
Phone: 828-339-4496; E-mail: bputman@southwesterncc.edu

Kenneth Noe, Draughon Professor of Southern History, Auburn University, Ala.
Phone: 334-844-6626; E-mail: noekenn@auburn.edu

Steven Heulett, Department Chair, Arts and General Education, Haywood Community College, Clyde, No. Car.
Phone: 828-627-4575; E-mail: sheulett@haywood.edu
SAHEED ADERINTO
Assistant Professor of History
Curriculum Vitae
January 2012

Western Carolina University
Department of History
286 Central Drive
219 Mckee Building
Cullowhee, NC 28723
Email: saderinto@email.wcu.edu

Education
PhD., University of Texas at Austin, 2007-2010
Title of Dissertation: Sexualized Nationalism: Lagos and the Politics of Sexuality in Colonial Nigeria, 1918-1958

M.A., University of Texas at Austin, 2005- 2007
B.A. (HONS), University of Ibadan, Nigeria, 1999-2004

Research Interests
Gender and Sexuality; Historiography and Nationalism; Children and Childhood; Peace and Conflict; and African Diaspora.

Teaching Experience
Current
Assistant Professor of History (Tenure Track), Western Carolina University, since Fall 2010

Previous Teaching Experience
Assistant Instructor of History, The University of Texas at Austin, Fall 2009-Spring 2010
Adjunct Instructor of History, Huston-Tillotson University, Austin TX, Fall 2008
World Civilization to 1500, fall 2008
Teaching Assistant/Supplemental Instructor, The University of Texas at Austin, Spring 2006 - Spring 2009
Publication

Books


Journal Articles and Book Chapters


_Ijebu a b’eyan...?” (“Ijebu or a human being…?”): Nineteenth Century Origin of Discrimination against Ijebu Strangers in colonial Ibadan, Nigeria” In Chima J. Korieh and Michael Mbanaso (eds.,) Minorities and the State in Africa (Amherst, New York: Cambria Press, 2010), 143-168.


**Encyclopedia Entries**


Book Reviews


Review of Lahoucine Ouzgane and Robert Morrell eds., African Masculinities: Men in Africa from the late Nineteenth century to the Present (New York/Scottsville: Palgrave


Works under Consideration


Work in Progress

“Homosexualities in African Studies: Production and Politicization of Knowledge about Africa’s Sexual Minorities” a chapter in a festschrift in honor of Professor Kwame Arhin. Edited by Kwabena Akurang-Parry of Shippensburg University, PA


Professional Service
Manuscript Reviewer for Palgrave Macmillan, since 2011

Manuscript Reviewer for Indiana University Press, since 2011

Manuscript Reviewer for African Studies Review since 2011

Manuscript Reviewer for Wagadu: A Journal of Transnational Women’s and Gender Studies, since 2010

Manuscript Reviewer for Global South, since 2009

Manuscript Reviewer for History Compass, since 2010

Coordinator, Women, Gender, and Sexualities in Africa Conference, The University of Texas at Austin, March 26-28, 2010

President, Graduate Africanist Association, 2009-2010


Conference Administrator, “Popular Cultures in Africa,” The University of Texas at Austin, March 30-April, 1 2007
General Secretary, Students’ Historical Society of Nigeria, University of Ibadan Chapter, 1999-2001


**Conference, Symposium and Public Lecture**


“Sexuality and Imperialism: The African Experience,” Paper presented the Gender Symposium, the University of Texas at Austin, September 25, 2009


“Sexuality, Venereal Disease and Colonial Science in Nigeria” Paper presented at the Science, Technology and Environment in Africa Conference, University of Texas at Austin, March 27-29, 2009

“Keeping them away from troubles: the Colony Welfare Office, Elite Women and Question of Female Juvenile Sexuality in Lagos, Nigeria, 1930s-1960. Paper presented at the 16th Annual Emerging Scholarship in Women’s and Gender Studies Conference, Center for Women’s and Gender Studies, The University of Texas at Austin March 2009
“Sexuality and Nationalism in Nigeria” Paper presented at the Faculty/Graduate Student Seminar, University of Lagos, Nigeria, June 10, 2008

“Of Tradition and Modernity: The Politics of Sexuality in Colonial Nigeria” 14th Annual Emerging Scholarship in Women’s and Gender Studies Conference, Center for Women’s and Gender Studies, The University of Texas at Austin. April 5, 2007

“The Girls in Moral Danger’: Child Prostitution and Sexuality in Colonial Nigeria” University of Texas Gender Symposium, September 29, 2006

“Doing History in Two Continents: A Personal Reflection” Department of History, University of Ibadan, Nigeria, May 28, 2006

“Cutting the Head of the Roaring Monster: Homosexuality and State Repression in Ghana, Paper presented at the Africa Conference, The University of Texas at Austin, March 2007, with Kwame Essien

“Journey to Work: Nigerian Prostitutes in the Gold Coast (Ghana) Africa Conference, The University of Texas at Austin, March 24-27, 2006

**Guest Lecture**

“Yoruba Religion and Culture” Warfield Center for African and African American History, Spring 2009

“Yoruba History and Culture” Warfield Center for African and African American Studies, Spring 2007

“Culture and Custom of Nigeria” Department of History, The University of Texas at Austin, Spring 2006

“Yoruba Cuisines” Southwestern University, Georgetown, Texas Spring 2006

**Membership of Professional Associations**

African Studies Association  
Historical Society of Nigeria  
West African Research Association
HUNT BOULWARE
Department of History • Western Carolina University
204B, Mckee Bldg • 286 Central Dr
Cullowhee • North Carolina • 28723
hboulware@email.wcu.edu
(828) 227.2696

EDUCATION

University of Cambridge
Ph.D. History. 2008
M.Phil in Historical Studies. 2005

University of Warwick
M.A. by Research. History. 2004

University of South Carolina
B.A. History. 2003

EMPLOYMENT

Western Carolina University
Assistant Professor. 2008 to present

Anderson University (South Carolina)
Visiting Assistant Professor. 2007

University of Cambridge
Instructor. 2006

MANUSCRIPT

Slave Systems and Slave Free-time Activity in Early America and the Caribbean
Under contract with the University Press of Florida

PUBLICATIONS

“Like a Backgammon Board: The Rise of a Biracial Leisure Dynamic in the
Lower South,” Journal of Early American History
Accepted, under revision (2012)

“Unworthy of modern refinement’: The Evolution of Sport and Recreation
in the Early South Carolina and Georgia Lowcountry,” Journal of Sport History,
Volume 38, No. 3 (Fall 2008)

“Black Urban Leisure Pursuits and Cultural Identity in Eighteenth-Century South
Carolina and Georgia,” International Journal of Regional and Local Studies, Ser.
FUNDING

EXTERNAL

Visiting Scholar, John D. Rockefeller, Jr. Library. 2010
  John D. Rockefeller, Jr. Library, Williamsburg, Virginia

Gilder Lehrman Fellowship. 2007
  John D. Rockefeller, Jr. Library, Williamsburg, Virginia

Institute for Southern Studies Fellowship. 2006
  University of South Carolina, Columbia, South Carolina

Royal Historical Society Grant. 2006
  University College London, London, England

Mellon Fellowship. 2005
  Virginia Historical Society, Richmond, Virginia

Lewis P. Jones Fellowship. 2005
  South Caroliniana Library, Columbia, South Carolina

Warwick Fellowship. 2003
  University of Warwick, Coventry, England

INTERNAL

QEP Development Grant (Teaching). 2011
  Western Carolina University, Cullowhee, North Carolina

WCU History Department Research Grant. 2010
  Western Carolina University, Cullowhee, North Carolina

Chancellor’s Travel Fund. 2010
  Western Carolina University, Cullowhee, North Carolina

Provost’s Instructional Improvement Grant (Teaching). 2009
  Western Carolina University, Cullowhee, North Carolina

Coulter Microgrant. 2009
  Western Carolina University, Cullowhee, North Carolina

Chancellor’s Travel Fund. 2009
  Western Carolina University, Cullowhee, North Carolina

Prince Consort and Thirlwall Grant. 2007
  University of Cambridge, Cambridge, England

Homerton College Grant. 2007
  University of Cambridge, Cambridge, England

Ellen McArthur Grant. 2007
  University of Cambridge, Cambridge, England

Homerton College Grant. 2005
  University of Cambridge, Cambridge, England

Sara Norton Grant. 2005
  University of Cambridge, Cambridge, England

Warwick Grant. 2003
  University of Warwick, Coventry, England
HONORS

M.Phil. With Distinction. 2005
University of Cambridge, Cambridge, England

First-Class Honors. 2003
University of Warwick, Coventry, England

President’s List. 2001, 2002
University of South Carolina, Columbia, South Carolina

PRESENTATIONS

International Conference on Education, Research and Innovation. 2011
“Teaching Sport in a Global Context: A Cross Discipline Collaboration Across the Pond”
Hotel Melia Castilla Madrid, Madrid, Spain

South Carolina Historical Association Annual Meeting. 2011
“Horse Racing in the American South, 1660-1860”
College of Charleston, Charleston, South Carolina

Conversations and Colloquia. 2010
“The Rise of a Biracial Leisure Dynamic in the Early Lowcountry”
Western Carolina University, Cullowhee, North Carolina

Omobundro Institute Annual Conference. 2010
“Dice and Slaves: Anglo-African influence in Sporting Venues in the Colonial Lowcountry”
University of Mississippi, Oxford, Mississippi

Early American Borderlands Conference. 2010
“Sport and Recreational Arenas as Biracial Borderlands in the Early Lower South”
Flagler College, St. Augustine, Florida

Southeast World History Association Annual Conference. 2009
“Where do we Draw the Lines? Conversations on Changing Fields in History and the Regional Comprehensive University”
Roanoke College, Salem, Virginia

Consortium on the Revolutionary Era. 2009
“A new order of things’: The Revolution of Sport and Recreation in the Lowcountry”
Savannah Desoto Hilton, Savannah, Georgia

Carolina Lowcountry and Atlantic World Conference. 2008
“Slavery and the Evolution of Anglo-African Culture in Early America”
College of Charleston, Charleston, South Carolina

American Historical Association Annual Meeting. 2007 (Panel Organizer)
“Like a Backgammon Board: The Biracial Dynamism of Race Tracks and Taverns in the Early South”
Atlanta Marriot, Atlanta, Georgia
South Carolina Historical Association Annual Meeting. 2006 (Panel Organizer)
“Unworthy of modern refinement’: The Rise and Fall of English Cultural Influence in the Lower South, 1730-1830”
South Carolina Department of Archives and History, Columbia, South Carolina

University of Lincoln Historical Society Colloquium. 2006
“Race and the Economics of Leisure in Lowcountry South Carolina and Georgia”
University of Lincoln, Lincoln, England

Virginia Historical Society Colloquium. 2005
“Patterns of Labor; Patterns of Leisure: The Task and Gang Systems and Variations in Slave Free-Time and Space in the Early Lowcountry and Chesapeake”
Virginia Historical Society, Richmond, Virginia

British Association for American Studies Annual Conference. 2005
“Black Urban Leisure Pursuits and Cultural Identity in Eighteenth-Century Lowcountry South Carolina and Georgia”
Robinson College, University of Cambridge, England

British Association for American Studies Annual Conference. 2005
Chair: The 1800s: Party and Presidents
Robinson College, University of Cambridge, England

Heidelberg Center for American Studies Spring Academy. 2005
“‘At all times, nay, even at noon-day’: Slaves and the Tavern Culture of Charleston and Savannah, 1735-1775”
University of Heidelberg, Heidelberg, Germany

British Group in Early American History Annual Conference. 2004
“In Spite of all obstacles’: Leisure and the Lower Class in Early Georgia”
University of East Anglia, Norwich, England

REVIEWS
Lisa A. Lindsay, Captives as Commodities: The Transatlantic Slave Trade, in Itinerario, Volume 33, Issue 2 (Fall 2009)

PROFESSIONAL
Advisory Editor, New Perspectives on the Eighteenth Century

COURSES TAUGHT
Colonial America to 1800 (600 level)
Colonial America to 1763 (400 level)
Revolutionary Era, 1763-1800 (600 level)
Revolutionary Era, 1763-1800 (500 level)
Revolutionary Era, 1763-1800 (400 level)
History of Sport in Britain (300 level) (London Course)
Comparative Slavery (300 level)
History of Crime in America (300 level)
U.S. History to 1877 (200 level)
Colonial America to 1800 (100 level)
Turning Points in American History (100 level)
Military History of the United States (100 level)
Western Civilization I (100 level)

AFFILIATIONS
Virginia Historical Society
South Carolina Historical Society
South Carolina Historical Association
Omohundro Institute of Early American History and Culture

ADDITIONAL
CELEA (Certificate in English Language Teaching to Adults). University of Cambridge. 2000
Language Instructor. Inlingua Institute, Frankfurt, Germany. 2001

REFERENCES
Richard Starnes, Western Carolina University, Cullowhee, North Carolina
(828) 227-3910; starnes@email.wcu.edu

(44) 1223 35332; bcw11@cus.cam.ac.uk

Tim Lockley. University of Warwick, Coventry, England
(44) 02476 524764; t.j.lockley@warwick.ac.uk

David Dorondo. Western Carolina University, Cullowhee, North Carolina
(828) 227-3908; dorondo@email.wcu.edu
Billie Jean Clemens

E-mail: bclemens@swainmail.org
Address: 96 Cattail Dr.
       Sylva, NC 28779

Phone: 828-586-9215

Education & Certifications
National Board Certification, Social Studies –History –Adolescence & Young Adult, 2002
Master of Arts in Education – Western Carolina University, 1991
NC Teaching Certification: Secondary Level Social Studies – Western Carolina U, 1984
Bachelor of Arts in History – University of North Carolina Chapel Hill, 1982

Awards
Swain County Schools Teacher of the Year 2004
Swain County High School Teacher of the Year 1997, 1999, 2004

Employment History
Swain County High School – 1992- present
   - Instruct students using a combination of didactic and constructivist strategies. Students explore
current trends in historiography using primary and secondary sources.

   - New Schools Core Teacher- Helped design and implement second phase of the Gates
      Foundation New School Project.

   - Advanced Placement United States History –Designed and implemented the APUSH program
      at Swain County High School in 1994; maintained to present date.

   - Designed and implemented integrated Honors World History and Honors English II program in
      2003; maintained to present date.

Educational Testing Services and College Board - 2004 to present date
   - Table Leader- 2007- current
      Train college and high school professionals as readers on the standards and rubrics
      for the Advanced Placement U.S. History Exam.

Western Carolina University-
   - Model Clinical Teacher–Work with Social Science Teaching Methods undergraduate and
      graduate level classes to evaluate classroom pedagogy, planning, and theory.

North Carolina Governor’s Legislature School for Youth Leadership Development
   - Designed curriculum for experiential leadership development for middle and high school
      students.

Broome High School – 1984-1985

Selected Service and Appointments

National
- Nominated to the Editorial Board for the Organization of American Historians’ Magazine of History, 2008-2010
- Panel Presentation at the Organization of Americans Historians national conference – Changes in History Education - 2010

State/Local
- Mentor to New Teachers
- NC Teaching Fellows Regional Scholarship Committee
- National Honor Society Faculty Advisor, Chair – since 1995
- Knowledge Bowl Coach – since 1998
- Prom Committee Chair – 1992-2005
- School Improvement Team
- Served on the county committee for renewal accreditation by the Southern Association of Colleges and Schools
- County Dropout Prevention Committee

Selected Professional Development Workshops Conducted
North Carolina Center for the Advancement of Teaching - Facilitated teachers use of the NC Echo Portal to develop lesson plans.

Selected Professional Development
North Carolina Center for the Advancement of Teaching - Lewis & Clark Seminar on the Missouri River -Montana - 2004

Publications
North Carolina Department of Public Instruction - Learn NC lesson plans
- World War I - The Impact of WWI on Mecklenburg County
- Stories from the Holocaust
- Dynamic Dialect: Horace Kephart and our Southern Highlanders
Adventure of the American Mind: Jacksonian Democracy: Unit Plan – Western Carolina U.

Teaching Areas
Advanced Placement United States History Integrated Honors World History & Literature
Sophomore Academy World History
United States History Post 1945 America
Current Events Geography

Grants Received
- Community Foundation Grant - 2006, 2007
- Learning Links Grant - 2006
- School University Teacher Education Partnership (SUTEP) Grant - 2003, 2007
EDUCATIONAL BACKGROUND:

Atlantic Civilization focus: Latin American and United States history.
Dissertation: “Rich and Poor, Black and White, Slave and Free: A Social History of Cuba’s Tobacco Farmers, 1763-1817.”

Emphasis: InterAmerican Studies and Foreign Policy Analysis

Minor: International Studies with an emphasis on Latin America

COURSES TAUGHT:

UNDERGRADUATE: HIST 107: World Cultures in Historical Perspective.
  HIST 308: Exploring Regional History: Atlantic World, 1492-19th century; Caribbean.
  HIST 361: Latin American History I.
  HIST 362: Latin American History II.

GRADUATE: HIST 693: Problems in History: The Atlantic World

TEACHING EXPERIENCE:

Assistant Professor of History, 2008 – present.
  Department of History, Western Carolina University, Cullowhee, North Carolina.
  Graduate Course: HIST 693: Problems in History: The Atlantic World.

Discussion Section Leader and Teaching Assistant, Spring 2000 - Spring 2001.
  History Department, Florida International University, Miami, Florida.
  Course: Western Civilization survey (discussion section leader, Spring 2000), European History survey (teaching assistant, Fall 2000), and Latin American History survey (teaching assistant, Spring 2001).

Discussion Section Leader and Teaching Assistant, Fall 1998 – Fall 1999.
  History Department, University of Miami, Coral Gables, Florida.
  Course: Western Civilization survey.
RESEARCH EXPERIENCE:

North-South Scholar, August 1994 - August 1996.
North-South Center, University of Miami, Coral Gables, Florida.
Conducted research for Deputy Director Robin Rosenberg, Senior Researcher Elena Alvarez, and Director of Caribbean Programs Anthony T. Bryan.

Consultant, October - December 1995.
Cuban American Bar Association, Miami, Florida.
Researched and wrote Brief of Amici Curiae for Cuban American Bar Association, et. al. vs. Warren Christopher, Secretary of State, et. al. presented before the Eleventh Circuit of the United States Court of Appeals.

Research Assistant, May - October 1995.
University of Miami, Coral Gables, Florida.

Intern, August - December 1991.
Virginia House, Virginia Historical Society, Richmond, Virginia.
Researched the involvement of U.S. Ambassador to Argentina and Spain Alexander W. Weddell and Mrs. Weddell with Latin America following his retirement. Resulting paper was made available for staff and public use, and is currently on file at the Virginia Historical Society.

Eleanor Brockenbrough Library, Museum of the Confederacy, Richmond, Virginia.
Examined and collected photographs and print images dating from 1865 to 1900 of the White House of the Confederacy to determine architectural details and changes, and estimate date of photograph or image. Project resulted in an exhibit displayed 1992-93.

SELECTED FIELD RESEARCH EXPERIENCE:

Pinar del Río, Cuba. May 2003, Archivo Historico Provincial de Pinar del Río.
MONOGRAPH IN PROGRESS:
“Cuban Tobacco and the Atlantic World, 1763-1817.” Revision of PhD dissertation. Book-length monograph that will examine Cuba’s tobacco industry and its royal monopoly during the late 18th and early 19th centuries. Seven conference papers presented or pending, and eight grants (one international; one national, and three internal via Western Carolina University; three internal via Florida International University) received for work on this project to date.

EDITED BOOK IN PROGRESS:

ARTICLES:


ENCYCLOPEDIA CONTRIBUTIONS:

BOOK REVIEWS:


An Agrarian Republic: Commercial Agriculture and the Politics of Peasant Communities in El Salvador, 1823-1914 by Aldo A. Lauria-Santiago, South Eastern Latin Americanist, 44:2 (Fall 2000).

Oil and Coffee: Latin American Merchant Shipping from the Imperial Era to the 1950s by René de la Pedraja, South Eastern Latin Americanist, 44:1 (Summer 2000).


**PROFESSIONAL PAPERS:**


“Tangible Results: Two Decades of Scholarship Made Possible by CRI,” Panelist at the Cuban Research Institute (CRI), Latin American and Caribbean Center, Florida International University, Miami, FL, April 2011.

“Cuba’s Tobacco Farmers, 1763-1817: Monopoly, Atlantic Trade and the Bourbon Reforms,” Paper presented to History Department and Graduate Student Association, Florida International University, Miami, FL, April 2011.


“A Sugar-Free Countryside: Land Use in Pinar del Río, Cuba and Beyond Since 1763,” Paper presented at the Colloquia and Conversations, Department of History, Western Carolina University, Cullowhee, NC, October 2009.


PROFESSIONAL PRESENTATIONS:
Commentator, “Family and Kinship in the Atlantic World,” Latin American and Caribbean Section of the Southern Historical Association (SHA) Conference, Charlotte, NC, November 2010. (I)


AWARDS, GRANTS, SCHOLARSHIPS AND FELLOWSHIPS:
Chancellor’s Travel Fund, Western Carolina University, Fall 2011 and Fall 2010.
Program for Cultural Cooperation between Spain’s Ministry of Culture and United States Universities Research Grant, Summer 2010.
Department of History Research Grant, Western Carolina University, Spring 2010.
Chancellor’s Travel Fund, Western Carolina University, Fall 2009.
Award for Outstanding Academic Achievement in History, College of Arts and Sciences, Florida International University, Spring 2008.
Ford Foundation Grant for Student Travel, Cuban Research Institute, Florida International University, Spring 2002.
Jay I. Kislak Foundation Student Prize Competition, First Place, 2001.
In-State Tuition Fellowship 2000 - 2001. Florida International University, Miami, FL.
Department of History Graduate Student Funds, Florida International University, Summer 2000.
Travel Grant, History Department, University of Miami, Spring 1998.
Travel Grant, Graduate Activity Fee Allocation Committee, University of Miami, Spring 1998.
Full Tuition Scholarship, Graduate School of International Studies, University of Miami, Spring 1994.

SERVICE ACTIVITIES:
STUDENTS:
Graduate Teaching Portfolio reviewer, Summer 2010.
Faculty sponsor, 1 graduate student paper, 18th Annual Graduate Research Symposium, WCU, March 2010.
Moderator, History Session, 18th Annual Graduate Research Symposium, WCU, March 2010.
Undergraduate advisement (Fall 2010: 14 advisees; Spring 2010: 17 advisees; Fall 2009: 11 advisees, Spring 2009: 7 advisees, Fall 2008: 6 advisees)

DEPARTMENT:
Chair, Undergraduate Curriculum Committee (Fall 2011 – present).
Member, Quality Enhancement Plan (QEP) Committee (Fall 2010-present).
Spanish language exam reader, History Department (Spring 2010-present).
DEPARTMENT (CONTINUED):
Member, Islamic World search committee (tenure track assistant professor, Fall 2009 – Spring 2010; visiting assistant professor, Summer 2009).
Editor, *Clio’s Notes: News from the WCU Department of History*, History Department newsletter (Spring 2010 – present).
Co-editor (with Vicki Szabo), *Clio’s Notes: News from the WCU Department of History*, History Department newsletter (Spring 2009).
Member, Undergraduate Curriculum Committee (Fall 2008 - present).
Reader, Graduate Comprehensive Exams, Spring 2009 & Fall 2008.

COLLEGE OF ARTS AND SCIENCES:
Member, Faculty Scholarship Advisory Committee (Fall 2011 – present).
Member, Student Ethics Committee (Fall 2010-present).
Member, Arts and Sciences Curriculum Committee (Fall 2010-present).
Invited presentation, “Historical Background to the Cuban Revolution: From the 19th Century Wars for Independence to the Sierra Maestra,” SOC 448: Social Movements, Dr. Peter Nieckarz, Anthropology and Sociology Department, March 2010.
Member, Arts and Sciences Technology Committee (Fall 2009-Spring 2010).

UNIVERSITY:
History Department Representative, interviewer for Research and Instruction Librarian (Position #2091), Hunter Library, March 2010.
Department Representative, Information Fair and Department Open House, February 2010.
Invited participant, Academic Integrity discussion, sponsored by Department of Student Community Ethics and APRC subcommittee on Academic Integrity, October 2009.
Participated in discussions and meetings with Yolany Gonnell, Multicultural Center Assistant Director, on Hispanic Heritage Month celebrations and activities (Summer 2009) “La Revolución cubana, 50 años despues,” Invited presentation, Dr. James Davis, Spanish House, April 2009.

PROFESSIONAL DEVELOPMENT ACTIVITIES:
“Learning Centered Syllabus,” Coulter Faculty Center workshop, August 2009. Facilitator:
Dr. Robert Crow
Liberal Studies advising workshop, Western Carolina University, Fall 2008.
Teaching first year seminar workshop, Department of History, Western Carolina University, Fall 2008.

PROFESSIONAL ACTIVITIES:
Occasional manuscript reviewer for *South Eastern Latin Americanist*.
Occasional manuscript reviewer for *Colonial Latin American Historical Review*.
Phi Alpha Theta Vice president, Delta Alpha chapter, University of Miami, 1997-1998.
PROFESSIONAL AFFILIATIONS:
- Latin American and Caribbean Section (LACS) of the Southern Historical Association.
- Latin American Studies Association (LASA).
- Caribbean Economic History Association (AHEC).
- Phi Alpha Theta (inducted 1997).

LANGUAGE PROFICIENCY:
- Spanish: Fluent oral and reading knowledge; good writing skills.
- Portuguese: Competent reading and oral knowledge.
- Italian: Competent reading and oral knowledge.
Laura Cruz

143 Pisgah Dr. Canton, NC 28716
(828)235-2939

Coulter Faculty Commons
Western Carolina University
Cullowhee, NC 28723
(828) 227-2093
lcruz@wcu.edu

Current Position:
Director, Coulter Faculty Commons 2005-present
Western Carolina University

Previous Positions Held: Faculty Fellow, Associate Director, Instructional Developer

Selected Accomplishments
Associate Editor (2 yrs)/Editor (2 yrs), To Improve the Academy (Jossey-Bass)
Editor, Renaissance of Teaching and Learning (booklet series)
Editor-in-Chief, MountainRise, the International Journal of the Scholarship of Teaching and Learning
Co-Author, Teaching the First Year Experience (Internal Guide Book)
Co-Author (w/Anna McFadden), CFC Administrative Program Review Documents
Co-Author, IES Grant “IPads in Early Elementary STEM Education” $900,000 (pending)

Chair (ex-officio), Board of Governors Teaching Award Committee
Chair (ex-officio), Chancellor’s Distinguished Teaching Award Committee
Chair (ex-officio), Coulter Faculty Commons Advisory Board
Chair (ex-officio), Scholarship of Teaching and Learning Advisory Board

Supervisor, staff of 12 full-time employees, 8-15 student workers

Principle Organizer, Integrating Boyer Retreat (National Event)
Principle Organizer, New Faculty Orientation (Teaching Section)
Principle Organizer, Summer Institution on Teaching and Learning
Principle Organizer, E-Learning Retreat
Program Director, Graduate Assistant Teaching Experience (GATE)
Principle Organizer, SoTL Retreat
Principle Organizer, Engaged Scholar Retreat

Invited Sessions (Teaching and Learning)
“Integrating Boyer into the Nursing Discipline”
Given to Tennessee Tech School of Nursing January 2012

“From Scholarly Teaching, to SoTL: Connecting Teaching and Research”
Given to Rowan-Cabarrus Community College June 2011

“When Worlds Collide: Blending Pedagogy and Technology in Faculty Development”
Co-Presenter (with Robert Crow), given to the TLT-G Group March 2011

“How Do You Do SOTL: A Practical Guide”
Given to Carolinas Writing Program Administrators February 2011

“An Editor’s Perspective on SoTL”
Given to Kingsborough Community College, NY January 2011

“Intent and Intentionality”
Given to WCU Summer Institute May 2008
Teaching/Learning Workshops (selected) 2005-present

“Graduate School 101: Secrets of Success”
“Collaborative Campus Leadership”
“How NOT to Give a Business Presentation”
“Best Practices in Capstone Courses”
“How NOT to Give a Business Presentation”
“The Boyer Challenge”
“Publishing your SoTL Work”
“Digital Storytelling: Narratives and Education”
“Activate your Classroom: Using Active Learning”
“The Fountain: Creativity in Teaching and Learning”
“The Care and Feeding of Graduate Teaching Assistants”
“Get EXcitED about Experiential Education”
“The Millennial Generation: Attributes and Implications”
“The Revolution in Learning: Brain-Based Learning”
“Developing Web Pages in Education”
“Course Design: A Workshop in New Thinking”
“Teaching with Technology: The Nexus”
“Best Practices in College Assessment”
“Information Literacy and SoTL”
“Learning Theory: An Introduction”
“Digital Museums and Virtual Museums”
“Scruples and the New Teacher”
“Building the Syllabus: A Workshop for New Faculty”
“From Ordinary to Extraordinary: Creativity in the Classroom”
“Millennials and How to Teach Them”
“Best Practices in Teaching with Technology”
“New Ideas on Teaching Ideologies”

Conference Presentations in Teaching and Learning:

“3D Without Special Glasses: Faculty Development across the Boyer Model”
Co-presenter with Robert Crow and Windy Gordon
To be given to the POD Annual Conference October 2012

“Peerless: Imagining New Models for Peer Review of SoTL”
To be given to the SOTL Commons Conference March 2012

“It’s a Family Affair: Graduate Student Development at Regional Comprehensive Institutions”
To be given to the SRFIDC Annual Conference March 2012

“Are Webtexts the Future of SoTL Publishing? A Discussion of the Opportunities and Challenges of Interactive, Open-Platform, Multimedia Scholarship”
Co-presenter with Maria Moore and Cheryl Ball
Given to the ISSOTL Conference October 2011

‘Virtual Relations: The Future of Second Life Outside the Classroom”
Co-presenter with Robert Crow and CSP Graduate Students
Given to the UNC TLT Conference April 2011

“The Seventh Dimension: Dynamic Frameworks for Thinking About the Future of Faculty Development”
Co-presenter with Sue Grider
Given to the SRFIDC Annual Conference March 2011

“Brave New World: Models for Integrating Technology and Pedagogy”
Co-presenter with Robert Crow
Given to the POD Annual Conference November 2010

“Beyond the Guttenberg Galaxy: The Potential of E-Publishing”
Co-presenter with Chris Baxley
Given to the UNC TLT Conference (via Second Life) March 2010
“At the Intersection: New Models of Faculty Centers”
Co-presenter with Robert Crow
Given to the UNC TLT Conference (via Second Life) March 2010

“MountainRise: A Journal for the 21st Century”
Given to the ISSOTL conference (panel) October 2009

“Blurring the Lines: Teaching World History at the Regional Comprehensive University”
Given to the SEWHA conference (roundtable) October 2009

“Morbid Fascination: Teaching Death through History”
Given to the ADEC Conference April 2009

“Publishing Your SoTL Work”
Given to the WCU SoTL Retreat February 2008

“GATEway to success: Developing Graduate Teaching Assistants”
Given to the FEED Conference October 2007

“A Bridge to Learning: Learning Objects in Western North Carolina”
Given to the WCU SoTL Faire April 2007

“Widgets in the Classroom”
Given to the WCU SoTL Faire April 2007

“Put Yourself in Their Shoes: Working with Faculty and Staff”
Given to the UNC TLT Conference March 2007

“Professor Gadget: Using Desktop Tools in the Classroom”
Given to the UNC Cause Conference November 2006

“History of the Month: Popular Perceptions of History and Teaching”
Given to the NC State SoTL Conference September 2006

“Virtual Museums as Collaborative Opportunities: The Death Exhibit”
Given to the UNC TLT Conference March 2006

“Learning Objects and Constructivist Models: The Case of the Masterstroke Project”
Given to the UNC Teaching and Learning with Technology Conference Raleigh, NC March 2005

“World Wars? Scholars and the Development of Educational Technology”
Given to Politics, Ethics and On-Line Instruction: Teaching Online in Higher Education Conference Fall 2004

“The Changing Art of War: Using Educational Technology to teach Military History”
Given to UNC Teaching and Learning with Technology Conference March 2004

“Report from the Trenches: Role Play, History, and the Origins of World War I”
Given to the VCCS Social Science Peer Group Meeting May 2002

Publications in Higher Education/SoTL

*To Improve the Academy* (volumes 32-35), (Associate Editor/Editor), forthcoming 2011-15.


“It’s a Family Affair: Graduate Student Development at Regional Comprehensive Universities” (co-author), manuscript under consideration at *Research in Education.*

“Death may be Eternal: Historians are Not” *ADEC Forum* (Fall 2010).

“Semi-Radical: Navigating the Boundaries of the Scholarship of Engagement at a Regional Comprehensive University,” (co-author) to be published in Spring 2012 for the *Journal of Higher Education Outreach and Engagement.*

“Focus on Teaching and Learning: Listening to the Voices of Today’s Undergraduates,” (Co-Author), *Journal of the Scholarship of Teaching and Learning* (Fall 2011).
“Wiki-U: One State University's Experience in Integrating Wikis Across the Disciplines,” (Co-Author) MountainRise, v. 6, n. 2 (Fall 2010).

“Recognition and Reward: SoTL and the Regional Comprehensive University” (Co-Author) MountainRise v. 5 n. 3 (Summer 2009).


“Morbid Fascination: Teaching the History of Death and Dying” Academic Exchange Quarterly special issue “Teaching History” (Summer 2005).

“The Great War in the Classroom” Academic Exchange Quarterly, (Spring 2004).
Laura Cruz

143 Pisgah Dr. Coulter Faculty Commons
Canton, NC 28716 Western Carolina University
(828)235-2939 Cullowhee, NC 28723
(828) 227-2093 lcruz@wcu.edu

Degrees:
Ph.D. History, University of California at Berkeley December 2001
M.A. History, Purdue University 1994 (summa cum laude)
B.A. History and Political Science, V.C.U. 1990 (summa cum laude)

Dissertation:
Committee: Jan de Vries (chair), Thomas A. Brady, Jr., and Bradford de Long

Examination Fields: Early Modern Europe, Economic History, Political Theory

Scholarships and Fellowships:
SoTL Grant 2008
Provost’s Instructional Improvement Grant 2006
Summer Research Development Grant 2004
Vice-Chancellor’s Research Travel Grant 2002-9
Mini-grant for Educational Development 2003
JTCC Foundation Grant for Course Improvement 2002
History Chair Dissertation Fellowship 2000-2001
Fulbright Scholarship/Netherlands (declined) 1997-1998
Foreign Language Area Studies Fellowship in Dutch 1997-1998
University of Leiden Exchange Scholar 1997-1998
NUFLIC Dutch Language Scholarship 1996
Foreign Language Area Studies Fellowship in Dutch 1996

Honors and Accomplishments
Outstanding Service to Graduate Students Award 2010
RODIN Award for Undergraduate Research 2009
Meritorious Service to Students Award 2006
Excellence in Teaching Liberal Studies (Finalist) 2006
Chancellor’s Distinguished Teaching Award 2005
Arts & Sciences Teaching Award (Finalist) 2005/2007/2009
Copyright and Trademark, Masterstroke Project 2004
WCU Collaborative Teaching Award 2004
Publications

Books

*Brokering Empire: Conversations about Atlantic History* (Co-editor), Routledge, proposal accepted for publication in 2012.

*The Birth of Modern Europe: Essays in Honor of Jan de Vries.* (Co-editor), E.J. Brill, Fall 2010.

*Myth in History: History in Myth* (Co-editor), E.J Brill, Fall 2009.


Articles


“For Fear of What the Neighbors Might Say: Social Networks and Suicide in Early Modern Holland” In *Dying and Death: Inter-Disciplinary Perspectives*, Rodolpi Press, 2007.


Articles in Reference Volumes


“Economy and Trade” (3000 words) in Encyclopedia of French Revolutionary and Napoleonic Wars ABC-CLIO, 2006.


Book Reviews


Teaching and Advising Experience

Teaching
Western Carolina University. Associate Professor. August 2002-present
John Tyler Community College. History Instructor. May 2001-July 2002
Courses taught: Western Civilizations I and II, Atlantic World, World Civilizations I and II
Bluefield College. Professor/Instructor of History. 1999-2001
Courses taught: Western Civilizations I, World Civilizations I and II
U.C. Berkeley. History Department. Head Course Reader. Fall 1999
Course taught: The International Economy in the 20th Century
U.C. Berkeley. History Department. Instructor. Spring/Fall 1999
Course taught: History of Capitalism

Advising/Sponsorship
M.A. Thesis Advisor, Bruce Cahoon, Nathan Bartlett, James McFatter 2005-present
M.A. Thesis Committee Member, Kristi Redding, Joseph Hurley, Geoff Koski, Christine Nugent, Beverly Ellis, Nicole Jarosinski 2005-present
M.A. Thesis Committee (external): Nathan Bartlett, Carson Wilkie 2006-present
Undergraduate Advisees 15-25/year
National Undergraduate Research Conference 30+ Students
WCU Undergraduate Research Conference 30+ Students
WCU Graduate Research Conference 8 Students
Honor’s Contracts 50+ Students
EDCI Projects in Civic Engagement 2 Students
Faculty Mentor (Mary Ella Engel, Michael Paul, Kristen Flanagan) 2005-present

Service, Research and Relevant Work Experience

UNC System Service (selections)
Member, Faculty Center Directors Steering Committee 2010-present
Member, Planning Committee UNC TLT Conference 2005-2007
Editor, UNC TLT Conference Proceedings
Faculty Representative, Learning Objects Consortium 2006-2007
Faculty Representative, CASTL 2006-2009

University, College and Department Service (selections)
Program Reviewer, Mountain Heritage Center 2011
Program Reviewer, Catamount Success Center 2010
Chair, Mid-Education Student Committee 2010-present
Member, EXTREMES Steering Committee 2010-present
Member, Administrative Council 2010-present
Member, IT Leadership Council 2010-present
Member, Academic Policy Review Council 2010-present
Member, Arts&Sciences Teaching Award Committee 2009-present
Member, Vice Chancellor Committee on Sophomore Experience 2009-2010
Chair, SoTL Scholar Award Committee 2008-2009
Chair, SoTL Grants Committee 2008-2009
Chair, Last Lecture Award Series 2007-present
Member, Coulter Faculty Center Advisory Board 2005-present
Web Master, History Department 2005-2009
Chair, Undergraduate Curriculum Committee (History) 2005-2009
Member, Honors College Scholarship Committee 2006-2009
Chair, Arts & Sciences Technology Committee 2005-2009
Member, Student Learning Committee 2006-2009
Member, Provost’s Student Evaluation Committee 2006-2008
Member/Secretary, WCU Faculty Senate 2005-2007
Member, Provost’s Task Force on Faculty Handbook Revisions 2006-2007
Faculty Representative, A&S Technology Committee 2005-2007
Faculty Representative, Planning Group: Teaching and Learning Fair 2004-2006
Faculty Representative, WCU Educational Technology Council 2003-2005
Coordinator, Faculty Learning Group on Teaching and Technology 2003-2005
Board Member, International Week and Festival Committees 2003-2005
Faculty Advisor, Model United Nations Program 2002-2004
Faculty Advisor, Study Abroad Programs in Mexico 2002-2003

Service to Student Organizations
Faculty Advisor, UNITY Student Organization 2010-present
Faculty Advisor, LARP Student Organization 2009-present
Faculty Advisor, WCU Swim Team 2009-2010
Faculty Advisor, Crossroads Student Organization 2007-2008
Faculty Advisor, VANGUARD student political organization 2006-2007
Faculty Advisor, Student Government Association 2006-present
Fellow, Central Drive Residence Hall 2005-present
Co-Organizer, College Bowl Competition 2006-2008
Faculty Advisor, Model United Nations 2001-2003

Professional Service/Work
Editorial Board Member, Journal of Grad. Student Development 2009-present
Editor (book reviews) Itinerario 2008-present
Editor-in-Chief, MountainRise 2008-present
Editorial Board Member, IJELLO (E-Learning/Learning Objects) 2007-present
President, Society for Netherlandic History 2006-present
Editor, Academic Exchange Quarterly History 2005-2007
Founder and Co-Editor, H-LowCountries 2003-present
Book Review Editor/List Editor, H-NET W-CIV 2002-2008
Independent Consultant, Prudential Intercultural Services 1998-1999
Academic Tutor and Materials Editor, Ivy West Educational Services 1994-1997

Outreach:
Invited Speaker (various civic organizations)
Invited Speaker (various Residential Living programs)
Faculty representative, NC Quest Project (K-12 Grant-based project)
Guest Lecturer, History Alive Program (K-12)
Interview, “The Masterstroke Project” for The On-Line Classroom
Sylva Herald, multiple articles
Western Carolinian, multiple articles

Conference Presentations:
“Through a Glass Darkly: Reconstructing Early Modern Knowledge Networks through Books”
Given to The Sixteenth Century Studies Society Meeting 2011
“Forty Pictures: Representing Death in the Dutch Atlantic World”
Given to the Atlantic World Literacies Conference 2010
“The Work of Jan de Vries: A Retrospective”
Given at the Economic History Association Meeting 2010
“Dutch Economic History: Revising the Cannon”
Roundtable Discussion Participant, Columbia University 2010
“Using GIS in History: Networks and Network Analysis”
Given to FEEGI conference/Special Workshop Session 2010

“Morbid Fascination: The Historical Art of the Good Death”
Keynote address given to the Virginia Chaplain’s Association 2009

“The Dutch in the World: The World in the Republic” [Panel Chair]
Given to the American Historical Association Annual Conference 2009

“All Ruiled Up: Reconstructing Second-Hand Book Markets in Early Modern Netherlands”
Given to the European Social Science History Conference Lisbon, Portugal 2008

“Brokering Empire: Negotiating the Dutch Atlantic c. 1650-1750”
Given to the American Historical Society Annual Conference Washington, DC 2008

“The Myth of the Mighty Swiss Republic”
Given to the Society for Netherlandic History Conference New York, NY 2006

“A Skeleton in Every House: Death and Social Capital in the Early Modern Netherlands”
Given to The Sixteenth Century Studies Society Annual Meeting Atlanta, GA 2005

“The Trials and Tribulations of Studying Suicide in Early Modern Holland”
Given to American Historical Society Annual Conference Seattle, WA 2005

Given to Creating Identity and Empire in the Atlantic World 1492-1888 Greensboro, NC 2004

Given to the Brady Symposium Berkeley, CA 2004

“For Fear of What the Neighbors Might Say: Social Networks and Suicide in Early Modern Holland.”
Given to the Interdisciplinary Society’s ‘Making Sense of Death and Dying’ Conference Paris, France 2003

“Protestantism, Post-Mortem Investigations, and Population Pressure: The Pivotal Place of Suicide in Early Modern Holland.”
Given to the Southern Historical Association Meeting Houston, TX 2003

Given to the SHARP Annual Meeting Claremont, CA 2003

Given to the Society for Netherlandic History Annual Meeting New York, NY 2003

“Suicide is not Painless: A Preliminary Study of Suicide in Early Modern Holland.”
Given to Historians at Work Colloquium Cullowhee, NC 2002

“Printers and Printers’ Guilds in Early Modern Holland: The Case of the Book-Sale Catalogue.”
Given to the Conference Group for Central European Historians Los Angeles, CA 1999
**Professional Affiliations:**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern Regional Faculty and Instructional Development Consortium</td>
<td>2009-present</td>
</tr>
<tr>
<td>Association for Death Education and Counseling</td>
<td>2008-present</td>
</tr>
<tr>
<td>ISSOTL (International SoTL)</td>
<td>2008-present</td>
</tr>
<tr>
<td>Southeastern World History Association/Board Member</td>
<td>2008-present</td>
</tr>
<tr>
<td>POD (Professional and Organizational Development)</td>
<td>2007-present</td>
</tr>
<tr>
<td>New Netherlands Foundation</td>
<td>2005-present</td>
</tr>
<tr>
<td>FEEGI (Forum on European Expansion of Global Interaction)</td>
<td>2003-present</td>
</tr>
<tr>
<td>SHARP (Society for History of Authorship, Readership, and Printing)</td>
<td>2002-2009</td>
</tr>
<tr>
<td>Society for History Education</td>
<td>2002-2005</td>
</tr>
<tr>
<td>Society for Netherlandic History (President)</td>
<td>1999-present</td>
</tr>
<tr>
<td>Economic History Association</td>
<td>1996-2003</td>
</tr>
<tr>
<td>American Historical Society</td>
<td>1996-2009</td>
</tr>
<tr>
<td>Sixteenth Century Studies Society</td>
<td>1994-present</td>
</tr>
</tbody>
</table>
Andrew Denson, Ph.D.
denson@email.wcu.edu

Department of History
Western Carolina University
Cullowhee, NC 28723
828 227-3867

Education

Indiana University, Bloomington


University of Illinois, Urbana


Employment

Associate Professor, Department of History, Western Carolina University, 2010-present.

Assistant Professor, Department of History, Western Carolina University, 2004-2010.

Visiting Assistant Professor, Department of History, Geography, and Anthropology, Butler University, Indianapolis, 2000-2003 (Adjunct Instructor, 1998-2000).


Current Research Project

Publications

Book:

Demanding the Cherokee Nation: Indian Autonomy and American Culture, 1830-1900 (University of Nebraska Press, 2004).

Articles:


"'Unite with us to Rescue the Kiowas': The Five Civilized Tribes and Warfare on the Southern Plains," Chronicles of Oklahoma 81 (February 2004), 458-79.

"Muskogee's Indian International Fairs: Tribal Autonomy and the Indian Image in the Late Nineteenth Century," Western Historical Quarterly 34 (Fall 2003), 325-346.


Presentations

"Dark Star on the Flag: Indian Nationhood and the Memory of Cherokee Removal in the Twentieth Century South," Southern Historical Association, Baltimore, Maryland, October 2011.

"Reframing the Indian Dead: Cherokee Removal Graves and the Changing Landscape of Public Memory," presented at "Death, 'tis a Melancholy Day" (Interdisciplinary Symposium on Death in the South), Raleigh, North Carolina, April 2011.

"Gatlinburg's Cherokee Monument: Tourism and Public Memory," University of Georgia Native American Studies Symposium, Athens, Georgia, February 2010.


"Remembering Cherokee Removal in the Civil Rights Era South," University of Georgia, sponsored by the Native American Studies program, November 2006.


"'Unite with Us to Rescue the Kiowas:' Searching for an Alternative Indian Affairs in the Late Nineteenth Century," American Society for Ethnohistory, October 2001, Tucson, Arizona.


Selected Outreach Activities

Culture-based health initiative. I am helping with the development of a Native American health education initiative, the goal of which is to create a certificate in Native American health issues. I have been asked to develop an online Cherokee history and culture class for this program. This is a joint project of the Eastern Band of Cherokee Indians, Wake Forest University, and WCU Cherokee Studies.

Participant, Eastern Band of Cherokee Indians document project. A group of WCU faculty and students, led by William Anderson, is working to create a public-access online archive of documents related to Eastern Band political history.

Presenter, Teaching American History Monthly Seminar, Buncomb County Schools, Feb 2004, Jan 2006, Jan 2007

Spoke to the North Carolina chapter of the Trail of Tears Association, August 24, 2005, Murphy Public Library, Murphy, NC.
Coordinator, Cherokee Studies summer internship program, summer 2005. This program placed WCU students in intern positions at area museums. It was supported by a grant from the Cherokee Preservation Foundation.

"Cherokee Nation History Class," Cherokee, NC, July 2005, Aug 2006. This week-long course was developed by the Cherokee Nation (OK) and taught by Dr. Julia Coates. I helped to adapt the course for Western North Carolina residents and citizens of the Eastern Band of Cherokees. I also taught several sessions.


Interview with PBS program "History Detectives," Mar 2005.

Discussion leader, "From Rosie to Roosevelt," Hussey-Mayfield Library, Zionsville, Indiana, 2000-2001. Film series, sponsored by the National Endowment for the Humanities, on America during World War Two. Films are screened at public libraries with discussion led by local university historians.

Selected University Service

Twenty-five current undergraduate advisees in History / Social Science Education

Five MA theses directed, 2004-present.

Chair, History Department Quality Enhancement Plan Steering Committee, 2008-present.

Member, Tsalagí Institute Planning Committee, 2008-present.

Member, Arts and Sciences Strategic Planning Committee, 2007-present.

Member, WCU Graduate Council, 2007-present.

Member, Cherokee Studies interdisciplinary working group, 2004-present.

Member, History Department Strategic Planning Committee, 2004-present.

Chair, Public History review committee, 2007-2008.

Member, History Department public history position search committee, 2007-2008.

Member, Cherokee Studies grant and assistantship committee, 2004-2007.

Member, History Department term position search committee, spring 2006.

Member, University Advising Coordinating Committee, 2006.

Member, History Department Graduate Program Committee, 2004-2006.

Coordinator, Cherokee Studies summer internship program, summer 2005.

Member, History Department term position search committee, spring 2005.

Member, Advisory Committee, “After the War” exhibit, Mountain Heritage Center, spring 2005.

Organized the visit of Dr. Julia Coates, Cherokee scholar and educator, November 2004.


Faculty Orientation Guide, Butler University, Fall 2002.

Faculty Advisor, Three Monkeys Experimental Art Group, Butler University, Spring 2002-2003.

Judge, Change and Tradition Essay Contest, Butler University, 2001.

Professional Service


Referee, manuscript submissions, Journal of Southern History, West Virginia History, and Journal of Cherokee Studies
Memberships

CURRICULUM VITAE

NOTE: SELECTED PUBLICATIONS AND ASSOCIATED PROFESSIONAL ACTIVITIES ARE INDICATED. OTHER MATERIALS AND REFERENCES AVAILABLE UPON REQUEST.

Name: David R. Dorondo.

Work Address: Department of History; Western Carolina University; Cullowhee, North Carolina; 28723. (828) 227-7243. Direct line and voice-mail: (828) 227-3908.

E-mail Address: <dorondo@email.wcu.edu> FAX: (828) 227-7647.

Home Address: P. O. Box 9; Cullowhee, North Carolina; 28723. Home phone available upon request.

Date of Birth: April 4, 1957.

Place of Birth: Savannah, Georgia.

EDUCATION:


EMPLOYMENT:

1999-2010 – Associate Professor of History and Full Member of the Graduate and Honors Faculties. Western Carolina University.
1991-1999 – Assistant Professor of History and Full Member of the Graduate and Honors Faculties, Western Carolina University; Cullowhee, North Carolina.

1994-1996 – Director of the University Honors Program, Western Carolina University.

1987-1990 Visiting Lecturer / Assistant Professor of History and Acting Member of the Graduate Faculty, Western Carolina University; Cullowhee, North Carolina.

Currently Associate Professor of History and Full Member of the Graduate and Honors Faculties.

TEACHING FIELDS:

Modern European Military History. Combined graduate/undergraduate.

Germany in the Nineteenth and Twentieth Centuries. Combined graduate/undergraduate.

Europe in the Nineteenth and Twentieth Centuries. Combined graduate/undergraduate.

Readings in Bavarian History. Combined graduate/undergraduate. Offered on request.

History of Modern International Relations. Junior/senior survey.

Russia in the Nineteenth and Twentieth Centuries. Junior/senior survey.

European History Since 1648. Sophomore survey.

Biography in European History. Freshman/sophomore survey.

Religion in European History. Freshman/sophomore survey.

AWARDS, FELLOWSHIPS, and GRANTS:

H. Smith Richardson Fellow; University of South Carolina. 1983.

Graduate History Association vice president; University of South Carolina. Summer Term 1984.

Junior Common Room Representative to the Governing Body; St. Antony’s College, Oxford. 1985.


Research Grantee; German Historical Institute London. 1987.

W.C.U. Faculty Research Grant Recipient. 1991.


Pi Gamma Mu Medal of Scholarship for Contributions to International Education. 1996.

Chair, Simpson and Smith Awards Committee, European History Section, Southern Historical Association. 1998.


“Last Lecture” Award Finalist. Western Carolina University. Spring Semester 2012. (Final selection pending February 2012).

SUPPLEMENTAL TEACHING EXPERIENCE:


PUBLICATIONS:

Books -


Articles -


"German Federalism and the 'New Europe'." North Carolina Humanities. 1 (1992): 87-98.


“We Should Remember.” The Western Carolinian. 8 December 1999.

Eight articles for Encyclopedia of the Korean War: A Political, Social, and Military History, ed. Spencer C. Tucker (Santa Barbara, CA: ABC-CLIO, 2000). Articles cover, inter alia, contributions to United Nations Command of Belgium, the Netherlands, South Africa, and Turkey as well as the role of Antiaircraft Artillery (AAA) and the NKPAF “Bed Check Charlie” nighttime harassment raids.


Reviews -


Translations -

"Tourism With Insight" (From BAYERNKURIER). Aspects of Economic Development (Center for Improving Mountain Living, Western Carolina University). Fall 1990.


Abstracts -


PAPERS READ in SCHOLARLY PROGRAMS:


"European Integration in the 'Postmodern' Era: Historical Perspectives." Pi Gamma Mu Honor Society Symposium. Western Carolina University. Fall 1989.


PROFESSIONAL MEETINGS:


Host and coordinator for the North Carolina Honors Association’s annual meeting. Western Carolina University. September 1994.


Presenter and panel organizer, European History Section – Southern Historical Association. “‘Charge, or All is Lost!’ Cavalry Operations in the Franco-Prussian War.” Atlanta, Georgia. 4 November 2005.

**PUBLIC ADDRESSES:**


"German Federalism: A Model for Europe?” A Faculty Workshop delivered for the Global Affairs Task Force of the University of North Carolina at Asheville. Fall 1991.

"Ethnic Cleansing in Central and Southeastern Europe, 1940-1990.” Faculty Panel, Western Carolina University. Spring 1993.


Elderhostel programs for the Office of Continuing Education in 1992 (2), 1995 (1), and 1997 (1).

“The US and International ‘Citizenship.’” Western Carolina University Public Policy Institute Fall Conference. Western Carolina University. 4 Nov. 1999.

“Necessity of Anachronism: German Cavalry in the Second World War.” WNC World War II Round Table. Western Carolina University. 26 October 2005.

Commentator for the film “Der Untergang” (“Downfall”). WNC World War II Round Table. Western Carolina University. 1 December 2005.

WORK IN PROGRESS / FORTHCOMING PROJECTS:

Proposal submitted to the US Army Combat Studies Institute’s 2006 Conference. Ft. Leavenworth. 8-10 August 2006. Proposal Title: “German Armed Forces im Einsatz: The Historical Parameters for KFOR, ISAF, and Related Missions.” NB: This proposal was not accepted for presentation.

History of the German cavalry in the Second World War. Draft introduction and first chapter completed of an anticipated five-chapter monograph.

Research concerning German-Italian and Anglo-American coalition war-fighting in the example of close-air support doctrine in the North African and Italian campaigns, December 1941 - May 1943. Specific interest in procurement and employment of the Curtiss P-40 Warhawk in the M.T.O. June 1942 - June 1944.

Examination of the concept of Heimat in the establishment and early development of the Bavarian Christian Social Union 1945-1955. This will comprise a portion of a general history of Bavaria. Ongoing collection of primary sources.

THESES and NON-THESIS WORK DIRECTED FOR THE DEGREE OF M.A.:


PROFESSIONAL DEVELOPMENT:


In-house reviewer for D.C. Heath (New texts in German and East European history). 1991.
Appointed Full Member of the Graduate Faculty, Western Carolina University. Spring 1993.

Reviewer for German Studies Review.


Director, Western Carolina University Honors Program. 1994-1996.


Founder and Moderator, Western North Carolina World War II Round Table 1998-2006. (This group meets monthly from September-November and February-May. It discusses varying topics on WWII and hosts academic and non-academic speakers. In the last year, audiences have ranged from 30-50 per meeting.)


Focus Team Facilitator. Summer Institute on Teaching and Learning. Western Carolina University. 15-18 May 2006.

**COMMITTEE and ADMINISTRATIVE SERVICE:**

Department:

Map Collections Inventory and Acquisition. 1988.
Committee for Faculty Award Disposition. 1988-1989
History Faculty Corresponding Secretary. 1990-1992.
Chair, Student Recruitment Committee. 1990-1993.
Faculty Advisor, Phi Alpha Theta History Honor Society. Beginning Fall 2000.
College of Arts and Sciences:


University: Technical Advisor for Research,
WCU Forensics Team. 1988.
WCU coordinator for visiting scholars and exhibits from Federal Republic of Germany to
address NATO's fortieth anniversary, European integration, and the Berlin Wall. (Details
available.)
University Council on Student Affairs. 1990-1993. (Committee on Admission, Re-
admission, and Retention; Final Exams Task Force [ad hoc]
Steering Committee for the Undergraduate Research Conference. 1991-1996. Chair,
Advisory group for World Food Day events (ad hoc). 1996.
Phi Delta Beta International Studies Honors Society Planning Group and Membership
Honors College Study Committee. 1996.
Faculty Contact for NCCAT Teacher-Scholar-In-Residence Program on the Holocaust.
1998.

Other: Co-presenter, orientation seminar for Fulbright Fellows. Bremen, Federal
Republic of Germany. 1986.

COMMUNITY SERVICE:


Advanced Placement History (Modern Western Civilization). Smoky Mountain High
School.

Board of Faculty Advisors, Catholic Campus Ministry. 1991-1993.

Parish coordinator for grants facilitation, Catholic Campaign For Human Development of
the Diocese of Charlotte, North Carolina. St. Mary Mother of God Parish; Sylva, North


PROFESSIONAL REFERENCES:

Mr. A. J. Nicholls, MA; St. Antony's College; Oxford; OX2 6JF; England. Tel.: Oxford 59651.

Dr. Judith M. Stillion; Associate Vice President for Academic Affairs; The University of North Carolina General Administration; Post Office Box 2688; Chapel Hill, North Carolina 27515-2688.

Professor Peter Becker; Chair, Department of History; University of South Carolina; Columbia, South Carolina; 29208. Tel.: (803) 777-5195.

Dr. John H. Opper, Jr.; Educational Policy Analyst; Post-Secondary Education Planning Commission; Florida Education Center; Tallahassee, Florida; 32399-0400. Tel.: (904) 488-7894.

PROFESSIONAL MEMBERSHIPS:

Air Force Association, Patron Member.

Association of Historians in North Carolina.

German Studies Association.

P-40 Warhawk Pilots Association, Associate Member.

Society for Military History.
Mary Ella Engel
67A Red Barn Lane
Sylva, NC 28779
(828) 226-7432

Western Carolina University
Department of History
222B McKee
Cullowhee, NC 28723
(828) 227-3838
mengel@wcu.edu

Education

PhD  University of Georgia
History, May 2009

Praying With One Eye Open: Mormons and Murder in Late Nineteenth Century
Appalachian Georgia
Chair, Professor John Inscoe

Examination fields included two American History exams (Claudio Saunt and
James C. Cobb); Latin American History (Thomas Whigham); Cultural History
(Laura Mason); and Appalachian History (John Inscoe)

BA  Kennesaw State University, summa cum laude
History, 1998

Teaching Experience

Western Carolina University
Assistant Professor, Fall 2009 to present
Social Sciences Education Coordinator, Fall 2009 to present
Visiting Assistant Professor, Fall 2006 – Spring 2009

Courses taught include:

Methods for Teaching Social Sciences (Upper Division)
The overall objective of this course is the development of a theoretical framework and
pedagogical skills necessary to develop and implement standards-based instructional
activities, lessons, and assessments. Students completing this course should possess the
knowledge, skills and attitudes necessary to build a community of inquiry within their
social sciences classrooms.

Supervised Student Teaching in Social Sciences, 9-12 (Upper Division)
A full-time supervised teaching experience in Social Sciences.

Religious History (Graduate)
The focus is on historical method in religious history, both European and American;
specifically, how historians think and write about religion.
**American Religious History** (Upper Division/Graduate)
An advanced study of America’s religious past, this course explores major religious organizations, ideas, movements, and personalities as well as the manner in which they have influenced, and been influenced by, American history and culture.

**Religion in America**
An introductory history course designed to fulfill a liberal studies requirement as part of the undergraduate education at Western Carolina University. It exposes majors and non-majors to dominant trends and important individuals in America’s religious history and emphasizes analysis of historical arguments.

**Awards and Grants**

**Visiting Scholar Award** to fund Dr. Ron Butchart’s presentation titled, “Capturing the Histories of Teachers and Teaching: The Making of Schooling the Freed People,” 2011. Co-sponsored by Dr. Jessie Swigger, WCU Office of Teaching Fellows, and CEAP’s Diversity Committee.

**Provost’s Instructional Improvement Grant**, Western Carolina University, 2009.

**Coulter Faculty Center Microgrant**, Western Carolina University, 2009.

**Chancellor’s Travel Fund Award**, Western Carolina University, 2009.

**Excellence in Research by Graduate Student Award**, University of Georgia Graduate School, Nomination, 2009-2010.


**American History Scholarship from The National Society of the Colonial Dames of America in the State of Georgia**, 2005.
One research award presented annually to a graduate student pursuing a topic in Georgia History.

One award presented annually by the Department of History to a “distinguished student with an interest in Georgia History.”

**Graduate Student Research Grant from the Joseph Fielding Smith Institute at Brigham Young University**, 2004.

**Graduate Student Research Grant**, Department of History, University of Georgia, 2002.

**Carl Vipperman Award for Teaching**, University of Georgia, 2001.

**Outstanding Teaching Assistant Award**, University of Georgia, 2001.
Publications


Presentations


“‘Not Until God’s Work is Done’: Driving the Saints from Brasstown in Late Nineteenth Century North Carolina.” Paper presented at 75th Annual Meeting of the Southern Historical Association, Louisville, Kentucky, November, 2009.

“‘Women is the Only Subject to be Talked On’: The Gendered Dimensions of Mormon Conversion in Late Nineteenth Century Appalachian Georgia.” Paper presented at Eighth Southern Conference on Women’s History, Southern Association for Women Historians, University of South Carolina, June, 2009.

“Gathering the Alabama Saints to Zion.” Paper presented at Alabama Historical Association Annual Meeting, April, 2008.

“Riding South: Missionaries and Murder in Civil War Era Appalachia.” Guest Lecturer, Civil War Speaker Series at East Tennessee State University, sponsored by the ETSU History Department and the Center for Appalachian Studies and Services, Fall, 2007.

“Guess Who’s Coming to Dinner: How Icebreakers Can Improve Teaching and Learning.” Presented at 3rd Annual SoTL Faire, Western Carolina University, April, 2007.


**Community Outreach**


Guest Speaker at Macon County Genealogical Society, Franklin, North Carolina, April, 2010.

“Reacting to the Past: A Workshop on Thinking Outside the Historical Box,” December, 2009. Co-sponsored one-day interactive workshop, held on campus of Western Carolina University, and designed to familiarize teachers at all levels (university, community college, and secondary schools) with a dynamic new way to teach history.

Guest speaker at Jackson County Genealogical Society, Sylva, North Carolina, November, 2009.

**University Service**

WCU History Department, Undergraduate Curriculum Committee, 2009-present. Duties include the redesign of department’s student evaluation forms and exit interviews, administration of exit interviews, evaluation of HIST 297 papers, creation of departmental policies, and creation of a student handbook.

WCU History Department, Strategic Planning Committee, 2011-2012. Duties include revision of AFE and DCRD.

WCU History Department, QEP Committee, 2010-2011. Duties included creation of guidelines for capstone projects.
Represent Social Sciences Education on the College of Arts and Sciences Teacher Education Committee.

Represent Social Sciences Education on the College of Education and Allied Professions Professional Education Council, 2009-2011. Service alternates between undergraduate and graduate coordinator. PEC is an advisory body to professional education/licensure programs at both the undergraduate and graduate levels.

CEAP Diversity Committee, Sub-Committee on Curriculum and Instruction, 2011-2012. Charged with developing a college plan for establishing criteria and collecting evidences of diversity knowledge and attitudes for the college.

CEAP Student Dispositions Committee, 2011-2012. Charged with developing a framework for teaching and evaluating pre-professional dispositions for WCU initial licensure candidates.

CEAP Office of Field Experiences Handbook Committee, a sub-committee of the Professional Education Council, 2010. Charged with revising the handbook and attendant policies regarding field experience placements, liability, etc.

CEAP Lesson Plan Committee, a sub-committee of the Professional Education Council, 2009-2010. Charged with creating and implementing lesson plan template for use by all secondary education programs.

Conducted Advising Day Workshop for BSEd students, Spring, 2010.

Conducted department meeting for prospective students, WCU Open House, Spring, 2010.

Conducted Advising Day Workshop for BSEd students, Fall, 2009.

Judge, WCU Martin Luther King, Jr. College Essay Contest, 2009.

Participated in Faculty Phone-a-Thon for prospective undergraduates, 2009.

**Professional Development**


Program Committee, 2nd Annual Meeting of the Society of Appalachian Historians, East Tennessee State University, May 23-24, 2011.


Completed Instruction: Teaching the “Reacting to the Past” Pedagogy, Graduate School, University of Georgia, 2006.

SAWH Conference Steering Committee, Sixth Southern Conference on Women’s History, University of Georgia, June, 2003.
Other Professional Experience

Research Assistant, University of Georgia, 2004-2006. Conducted research on behalf of grant-funded “Freedmen’s Teachers Project,” under the direction of Professor Ron Butchart.

Undergraduate Advisor, Department of History, University of Georgia, 2001-2003. Advised all declared History majors (at the Junior and Senior level). Evaluated Degree Audit Report for each student, recommended appropriate course selections, and cleared students for registration. In this capacity, also represented the Department of History at the yearly Majors Fair, an effort to acquaint undergraduates with departmental offerings.

Teaching Assistant Mentor, Department of History, University of Georgia, 2001-2003. Counseled new Teaching Assistants, instructed them in successful teaching strategies, and developed departmental program designed to orient new History Department Teaching Assistants.

Professional Affiliations

Southern Historical Association
Society of Appalachian Historians
Southern Association for Women Historians
Phi Alpha Theta
Cletus F. Fortwendel, Jr.
228 South Painter Rd
Cullowhee, NC 28723
828-293-5218

EDUCATION:

Tell City High School, Tell City, Indiana
Graduated—May 1967

Purdue University, West Lafayette, Indiana
September 1967-April 1970—No Degree

University of South Florida—Tampa, Florida(Sarasota Campus)
September 1991—Graduated, December 1993
B.A.—Interdisciplinary Social Sciences—Political Science, International Studies

Western Carolina University, Cullowhee, North Carolina
August 1994—May 1996
M.A.—American History, Thesis Option

ACTIVITIES AND ORGANIZATIONS:

Participated and Lettered in Baseball, Basketball, and Cross Country—Tell City High School; Pi Gamma Mu, Florida Eta Chapter, USF-Sarasota, 1993; Alpha Chi, Florida Iota Chapter, USF-Sarasota, 1993; Member of the Chancellor’s Distinguished Professor Award Selection Committee, WCU,1995; Phi Alpha Theta, Pi-Psi Chapter, WCU,1995; Nordycke Scholarship Recipient, WCU,1995-96; Graduate Assistant, WCU History Department, 1994-96—Assignments included: Dr. William Anderson, Research; Dr. Duane King, Research; Dr. Max Williams, Teaching Assistant, History 443. Judge for High School History Day, State Finals, Asheville, NC, 1995. Administrative Assistant-WCU Men’s Basketball 1997-2002.

TEACHING EXPERIENCE:
History Instructor, Western Carolina University, 1997—Present—Courses Taught:
History 105-Western Civilization;
History 106-20th Century American History;
History 141-Turning Points In American History;
History 171-The History of Religion in America.

PUBLICATIONS:
Gael Graham  
Department of History  
Western Carolina University  
Cullowhee, NC 28723  
(828) 227-3865  
graham@email.wcu.edu

EDUCATION  
Ph.D. 1990, University of Michigan, History Department, History  
M.A. 1984, University of Michigan, History Department, History  
B.A., 1980, University of California, Santa Cruz, History Department  
Non-degree program, 1985-1987, National Taiwan Normal University Mandarin Training Center

DISSERTATION  
“Gender, Culture, and Christianity: American Protestant Mission schools in China, 1890-1930”

PAPERS AND PUBLICATIONS

“"Erzi Tunxia Yiquai Qian"’We Want to Sell the Baby’” Error and Mis-Representation in Missionaries’ China Discourse,” Berkshires Conference on Women’s History, University of North Carolina, Chapel Hill, 1996.  
“The Natives are Western Tonight: American Rhetoric on Mimicry and Trans-
gression in Late Qing and Republican China,” Southeast Regional Conference, Association for Asian Studies, Armstrong State College, Savannah, Georgia, 1997.


“‘The Lexington of White Supremacy’: School and Local Politics in Late-Nineteenth-Century Laurinburg, North Carolina, forthcoming, January 2012 in North Carolina Historical Review

ON-GOING RESEARCH
Racial politics in early twentieth-century North Carolina

TEACHING

LANGUAGES
Chinese: conversational, little reading
Spanish: some conversational, reading

SERVICE
Departmental: Special Exams Committee, Student Club Committee, Student Recruitment Committee, Scholarship Committee, Strategic Planning Committee, Computer Committee, Retirement Committee, Curriculum Committee, Library Committee, multiple search committees (NC/Military, Civil War, Modern South, Medieval, Modern US, Middle Eastern/Africa). Undergraduate Program Committee, Undergraduate Program Director, Graduate Committee, Graduate Program Director, QEP Committee, Undergraduate Committee,
College: Honors and Awards Committee, General Education Focus Group, Strategic Planning Committee, General Education Committee, Arts and Sciences Teaching Award Committee, Curriculum Committee, Tenure and Promotion Committee, Dean Selection Committee

University: Microgrant Committee, Faculty Marshal, Graduate Research Symposium Committee, Steering Committee for the Faculty Center for Teaching Excellence, Task Force on Diversity, Council on Curriculum and Instruction, Chancellor’s Ad Hoc Textbook Committee, Faculty Mentor Steering Committee, Graduate Council, Graduate Faculty Review Committee, Graduate Program Review Committee, Faculty Senate, Task Force on Child Care

Miscellaneous Service: Open Houses, Orientations, Majors Fairs, Graduate Fairs, Project C.A.R.E. mentor, new faculty mentor, History Day judge, programs and presentations at Jackson, Macon, Madison, Transylvania and Haywood public libraries and Pack Library in Asheville, College Phone-a-thons, volunteer ESL instructor in Chinese community, Cullowhee Valley School classroom volunteer, mentor through the Society for the History of Children and Youth

References: Dr. James Lewis, History Department (retired), WCU; Dr. Richard Starnes History Department, WCU
Christopher S. Green
817 Potts Branch Rd.
Franklin, NC 28734
828-508-6936
chris.green@macon.k12.nc.us

Education
BA, Political Science, University of North Carolina at Asheville, May 2000
Social Studies Education Certification, UNCA, May 2000
MA ED Social Studies Education, Western Carolina University, August 2010

Honors
North Carolina Teaching Fellows Scholarship Recipient
Highlands School Teacher of the Year, 2008
National Board Certification, 2008

Work Experience
Social Studies Teacher, Columbia High School, 2001-2004
Taught courses in Civics and Economics, World History, and US History
Lesson planning, classroom management, non-education duties such as prom sponsor and Future Teachers of America sponsor

Social Studies Teacher, Highlands School, 2004-Present
Lesson planning, classroom management, served as a cooperating teacher for WCU Students, and performed non-instructional duties such as Scholarship Committee, Social Committee, class sponsor, Graduation Project Committee, and coach of Middle School, Varsity Girls, and Varsity Boys Soccer

References

See attached list
Alexander S. Macaulay, Jr., Ph.D.
Department of History
Western Carolina University
Cullowhee, NC 28723
(828) 227-3497 (Office)
email: macaulay@email.wcu.edu

Education

Ph.D., History, August 2003
University of Georgia, Athens, GA
Dissertation: “Marching in Step: The Citadel and Post World War II America”
Major Professor: James C. Cobb

M.A., History, May 1998
University of Tennessee, Knoxville, TN

B.A., History, May 1994
The Citadel, Charleston, SC

Teaching Experience and Interests

Associate Professor, Western Carolina University, Cullowhee, North Carolina,
June 2010 – Present

Assistant Professor, Western Carolina University, Cullowhee, North Carolina,
May 2005 – June 2010

Visiting Assistant Professor, Western Carolina University, Cullowhee, North Carolina,
August 2004 – May 2005

Visiting Assistant Professor, Georgia College and State University, Milledgeville,
Georgia, August 2003 - May 2004

Instructor, University of Georgia, Athens, Georgia, Summer 2003

Teaching Fields

20th Century US History
The American South
US Cultural History

Oral History
US Diplomatic History
Gender History
Courses Taught

American History, 1865 – Present
World Civilization and Society I
Turning Points in American History (Honors level)
Post 1945 America (upper and graduate level)
Modern Europe (upper and graduate level)
The United States Since 1929 (upper and graduate level)
United States Military History (upper and graduate level)
American History and Biography (graduate level)
Sports in American History (upper and graduate level)
Diplomatic History (upper and graduate level)
Oral History (upper and graduate level)
Readings in Southern History (graduate level)
Sophomore Seminar
Gender History (graduate level)
The American South
Historical Methodologies and Research Design (graduate level)
Historiography (graduate level)

Publications

Books

*Marching in Step: Masculinity, Citizenship and The Citadel in Post World War II America*
(Athens, Georgia: University of Georgia Press, 2009)

Articles in Refereed Journals


**Book Chapters**


**Articles in Reference Works**

“Calder Willingham” and “Bobby Ross” in the *New Georgia Encyclopedia*, edited by John C. Inscoe.


**Other**


Book Review of *Black, White and Olive Drab: Racial Integration at Fort Jackson, South Carolina and the Civil Rights Movement* in the Spring 2009 edition of *Southern Cultures*.


Book Review of *White Masculinity in the Recent South* for the *Journal of Mississippi History* (forthcoming).
Papers and Presentations


Invited Lecture, “Roots Music and the American South,” delivered at the opening of the Smithsonian “New Harmonies” traveling exhibit in Walhalla, South Carolina, September 9, 2011


Invited Lecture, “Roots Music and the American South,” as part of the NC Humanities Road Scholars Lecture Program, Dallas, North Carolina, May 2, 2010; Shelby, North Carolina, November 17, 2010; Gastonia, North Carolina, February 12, 2011.


Paper, “Murder and Masculinity: The Trials of a Citadel Man,” delivered at a conference on “Masculinity in the American South” at the University of Warwick, June 7, 2008.


Paper, “Save the Males: Gender, the South and The Citadel,” Georgia Association of Historians 2005 Annual Meeting, Columbus, Georgia, April 7-9, 2005


Organized and Chaired Colloquium on “The Historical and Fictional South,” Mountain Heritage Center, Western Carolina University, November 17, 2005.

**Works in Progress**

Preliminary stages of a book length study of the life and career of actor/singer/songwriter Kris Kristofferson. This project will use Kristofferson as a means of shedding light on the South’s real and imagined relationship with the rest of America.

I have been collaborating with two other historians on a multi-disciplinary, edited collection on regional identity as reflected in the Waffle House restaurant chain. This work will examine, among other things, patterns of consumption, marketing campaigns, franchising decisions and the history of Waffle House as a means of tracing shifts in southern identity in the post World War II era.

**Awards, Grants, and Honors**

2011 Recipient of Western Carolina University’s Chancellor’s Distinguished Teaching Award
“‘An Oasis of Order’: The Citadel and the Vietnam Antiwar Movement” was designated by *Southern Cultures* as the journal’s 6th most popular article of the decade

$1000 from Western Carolina University’s Chancellor’s Travel Fund, Fall 2008 and Spring 2011

$5000 Research Grant, Western Carolina University Graduate School, Summer 2007

“Growing Pains: The Immortal Thirteen, the Destructive Twelve and the Emergence of Two-Party Politics in Antebellum Tennessee” one of four articles chosen for reissue in the commemorative 75th edition of the *Journal of East Tennessee History*.

---

**Professional and Institutional Service**


Advisory Board Member for the South Carolina Medal of Honor Society, March 2010-Present.

Taught a session on “Sports in Modern American History” for the 1st Annual Summer Teaching Institute at Western Carolina University, June 21, 2010.

“Women in the Military: Still a Controversial Topic,” April 7, 2010  
*Facilitated* a public discussion on women in the military for the Western Carolina University’s Women’s Center

“Discovering the Underground Railroad,” Summer 2010  
*Worked* with Western Carolina University’s Talent Search in developing a program on the Underground Railroad as part of their “On the Road” series.

18th Annual Graduate Research Symposium, March 11, 2010  
*Moderated* a panel for Western Carolina University’s Graduate Research Symposium

Play for Peace Program, October 16, 2009  
*Collected* oral history interviews with local area veterans in conjunction with the Vietnam Memorial Moving Wall

GATE (Graduate Assistant Teaching Experience), Spring 2009  
*Addressed* a workshop on effective teaching methods as part of the 2008-2009 GATE program.

*Served* as a panelist on an open campus forum discussing violence and politics in American society.

Listed speaker for the North Carolina Humanities Council Road Scholars program.

Taught a class as part of Western Carolina University’s freshmen orientation program.

Faculty Advisor for the Tuckasegee Valley Historical Review, 2005-2007 a journal published annually by the American History graduate students at Western Carolina University.


Delivered presentations to elementary, middle, and high school teachers on the Cold War, the Korean War, and the Culture of the Cold War.

“Discover Your History,” 2006 Summer Seminar, Asheville, North Carolina

Delivered presentations to elementary, middle and high school teachers on the New Deal and World War II.

Teaching American History (TAH) Grant Program, Augusta, Georgia

Delivered individual presentations and co-taught seminars modeling the instructional use of primary source material to elementary, middle, and high school teachers participating in the 2004-2005 and the 2005-2006 TAH Grant Program.

Georgia College and State University’s Speakers Bureau, Milledgeville, Georgia

Shared my expertise with the media and local civic and professional organizations.

FOCUS (Faculty Outside the Classroom with University Students) Program, Georgia College and State University

Participated in an extracurricular program in which faculty members meet with first and second year students in an informal setting to discuss the students’ collegiate and post-collegiate concerns, interests, and expectations.

Refereed articles for the Journal of the Georgia Association of Historians and the Georgia Historical Quarterly

Reviewed book proposals for the University of Georgia Press

**Departmental Service**

History Department Graduate Program Director, 2009-Present
Chair, Graduate Committee, August 2009-Present
Strategic Planning Committee, August 2010-Present
Quality Enhancement Program Committee, 2008-May 2009
Public History Review Committee, August 2007-May 2008
Graduate Program Committee, August 2006 – May 2008
History Department Coop and Intern Coordinator, August 2005 – May 2009
Chair, Library Committee, August 2005 – August 2009
Visiting Scholars Committee, August 2004 – May 2007
Undergraduate Program Committee, August 2004 – May 2006
University Service

Liberal Studies Committee, 2007 – Present; Chair, 2010 - Present
Member of WCU’s Institutional Review Board, 2008 - Present
Member, Academic Policy and Review Council, 2010 - Present
History Department Representative for the “Chancellor’s Touch Base” Program, 2008 – Present
Chaired the Excellence in Teaching Liberal Studies Award Committee, 2008 and 2009
Committee to Assess Liberal Studies, 2007 – 2010
Arts and Sciences Taskforce on Restructuring, 2006
Dean’s Advisory Committee, 2005 – 2010
Represented Western Carolina University at the 2006 inauguration of LT. Gen John Rosa as president of The Citadel American Democracy Project Committee

Professional Affiliations

Southern Historical Association
South Carolina Historical Society
Organization of American Historians

Letters of Reference

Dr. James C. Cobb
Professor, Spalding Distinguished Research Professor
Department of History
The University of Georgia
LeConte Hall
Athens, GA 30602-1602
cobby@uga.edu
(706) 542-2474

Dr. Bryant Simon
Department of History
Temple University
913 Gladfelter Hall
Philadelphia, PA 19122
brysimon@temple.edu
(215) 204-2429

Dr. Richard Starnes
Associate Professor, Department Chair
Department of History
Western Carolina University
Cullowhee, NC 28723
starnes@email.wcu.edu
(828) 227-3910
Elizabeth Gillespie McRae  
Associate Professor of History  
Western Carolina University  
Cullowhee, North Carolina 28723  
(828)227-3481  
mcrae@email.wcu.edu

Education:
Ph.D. In American History, University of Georgia, Athens, Georgia, December 2003.  
Dissertation: “Raising Jim Crow: White Southern Women and the Politics of White Supremacy”
M.A., History, Western Carolina University, Cullowhee, North Carolina, 1996.

Academic Employment:
Associate Professor of History, Western Carolina University, 2007-present.
Assistant Professor of History, Western Carolina University, Cullowhee, N.C., 2000-2007.

Courses Taught:
History 435/535: Industrial America
History 442: African American History
History 442/ENG 465: African American History and Literature
History 631/633: Historiography/Advanced Methods in Teaching Social Sciences
History 405: Teaching Social Sciences
History 395: Creating a Democratic Classroom
History 232: US History Since 1865
History 142: American Lives
History 593: Teaching American History (Summer Teaching Institute—taught ½ day-planned week)
History 491: Supervision of Student Teachers

Masters Thesis Supervised:
Beverly Ellis, co-directed with Alex Macaulay, currently in progress.
Ruby K. Banerjee, “From Saris to Skirts.” Defended Fall 2009, Winner of College of Arts and Sciences Award for Graduate Work
David Soward, “Julian Shakespeare Carr: A General in the Army of the New South.”
Undergraduate Research:
Sponsored: Tshima McClain and Holli Montieth, Spring 2011.
Jonathan Christian Hodges, Undergraduate Expo, Spring 2010.

Publications:


Book Reviews


*Other Souths: Diversity and Difference in the U.S. South, Reconstruction to Present.* Edited by Pippa Holloway in *The Journal of Interdisciplinary History* (Winter 2009).

*The Weight of Their Votes: Southern Women and Political Leverage in the 1920s.* By Lorraine Gates Schulyer in *Journal of Southern History* (February 2008), 227-228.


**Publications in Progress**


**Papers and Invited Lectures:**


“Sex and Segregation: Mountain Style,” Paper Presented at the First Annual Society of Appalachian Historians, May 2010


“‘You the Women Are the Hope of the Nation’: Florence Sillers Ogden and the Call to Massive Resistance,” Paper presented at the Massive Resistance Colloquium sponsored


Service at Western Carolina University:

University Service
University, Scholarly Development Committee, 2011-present
Professional Education Council, 2000-present
Faculty Senate, Member, 2010-present
  Faculty Affairs Council, Member, 2010-11
  CRC, 2011-2012
Chair, University Committee to Evaluate Teaching, Fall 2011.
Conducted Workshop, GATE graduate Assistant Teaching Experience, 2007-2011.
Member, Hunter Scholar Award Committee, Spring 2010
The History of Ethics and Personal Integrity,” Talk Given at University Center as Part of the Resident Advisor Academic Programming, Feb. 2010. (20 students attended)
Member, Martin Luther King, Jr. Week Committee, 2003-2009.
  Chair—Evening of Arts, 2008-2009.
  Dean’s Search Committee for CEAP, 2008-2009.
  Judge, Poetry Slam MLK Week, spring 2007
  Moderator and Organizer of Panel Discussion, 2007.
Panelists, Training of Cooperating Teachers, December 2006
Speaker, Coulter Faculty Center Teaching Institute, May 2009.
Workshop—Teaching History (2 hours), Coulter Faculty Center, Advising Day, Fall 2009
Member, Honorary Doctorate Committee, 2007-2008.
SOTL FAIRE Award Committee, Spring 2007.
University Scholarship Committee, member, 2006-2007.
Scholarship of Teaching and Learning Award Committee Member, 2006-2007.
Member, Search Committee, Assistant Director of Multicultural Affairs, 2006-2007.
College Service
A&S TPR Committee, Fall 2011-present (3 year term)
TPR Committee, Philosophy Department 2009-2011
College TPR Committee, (Vicki’s Substitute, Fall 2009)
Arts and Sciences Secondary Education committee, 2009-2010
TPR Committee, Political Science Department, 2009-to present
Member, Search Committee—Comparative Politics, PSC Department, Spring 2010
Member, Arts and Science Committee on Engaged Teaching, 2007-2008.
Arts and Sciences Scholarship Award Committee, 2006-2007.

Departmental Service
Graduate Advising: MAT/MAEd Advising—2009-present
Undergraduate Advising: Currently—15 BSED students
Director of Graduate Programs in Social Science Education.
  MAT and MAEd Review Document for DPI, Sept. 2010
  Curriculum Revision, Spring 2011
  Program Prioritization Report for the MAT and MAEd, January 2011
  Planned 2nd and Last Annual Summer Teaching Institute in World History, Spring 2011
Director, Social Science Education, 2000-2010.
Sponsored Beverly Ellis and James Owen in Graduate Research Symposium, March 2011.
Chair, Visiting Scholars Committee 2000-2009. Brought in Visiting Speakers. Robert Pratt, Matt Lassiter, Kevin Kruse, Bryant Simon, Rob Ferguson, Chris Manganiello, Paul Sutter, and John Inscoe. This year wrote applications for Katherine Charron and Adriane Lentz-Smith.
Member, Graduate Committee, 2000-present.

Fellowships and Honors:
Scholarly Development Award, Western Carolina University, Fall 2010.
Chancellor’s Distinguished Teaching Award, Western Carolina University, 2010.
Hunter Scholar, Western Carolina University, 2009-2010.
Chancellor’s Meritorious Service to Students Award, Fall 2006.
Faculty of the Year Award, Student Affairs Division, Spring 2006.
Summer Research Grant, Western Carolina University, 2005.
Student Affairs Integration of Learning Award, April 2005.
Thomas Pleasant Vincent, Sr., Award for Distinguished Work in History, University of Georgia, 1999.
Franklin D. and Eleanor Roosevelt Institute, Travel Grant, 1998.
Carl Vipperman Teaching Award, University of Georgia, 1996.

**Professional Service:**
Board Member, North Carolina Historical Highway Marker Committee, 2011-present.
Member, Crossroads NC: History for the Future, 2011-present.
Chair and Commentor, African American History Conference, UNC-Chapel Hill, Spring 2009.
Member, North Carolina Historical Society, 2008-present.
“Multicultural Perspectives on the 1930s” and “The Works Project Administration” 2-90 minute seminars for the Teaching American History Project Grant for Buncombe County and Asheville City Teachers, June 2006.
Member, Organization of American Historians, Southern Historical Association, and the Southern Women’s Historical Association, 2005-present.
Richard D. Starnes, Ph.D.
Department of History
Western Carolina University
Cullowhee, NC 28723
(828) 227-3910 (Office)
(828) 631-5281 (Home)
e-mail: starnes@email.wcu.edu

Education

B.S., Western Carolina University, 1992.
   Major: History  Minor: Political Science

M.A., Western Carolina University, 1994.
   Major: American History  Minor: European History

Thesis: “‘Rule of Rebs’: White Supremacy, the Lost Cause, and White Social Memory in
Reconstruction North Carolina, 1865-1870.” Directed by: Dr. Max R. Williams.

Ph.D., Auburn University, 1999.
   Major Professor: Dr. J. Wayne Flynt


Teaching Experience and Interests

Department Head and Associate Professor History (with tenure), Western Carolina University,
July, 2007 - Present.

Associate Professor History (with tenure), Western Carolina University, July, 2005 – Present.

Senior Research Associate, Mountain Heritage Center Western Carolina University, August,
August, 2003 – Present.

Assistant Professor of History, Western Carolina University, July, 2000 - June, 2005.

Assistant Professor of History, Mars Hill College, August, 1999 - July, 2000.

Visiting Lecturer of History, Western Carolina University, January - May 1995; August, 1997

Graduate Teaching Assistant, Auburn University, September, 1995 - June, 1997.

Graduate Teaching Assistant, Western Carolina University, January, 1994 - December, 1994.

**Teaching Fields**

- United States History, 1865-1945
- Modern Middle Eastern History
- The American South
- African American History
- Civil War and Reconstruction

**Survey Courses Taught**

- United States History to 1865
- African American History
- United States History Since 1865
- The American South*
- Modern American Institutions
- Appalachian Oral History
- World History (Antiquity to Present)
- The Great Depression*
- History of Western Civilization
- Civil War and Reconstruction*
- Humanities in the Western World
- Introduction to Oral History*
- Freshman Seminar: Race and Southern History
- Religion in Modern American History*

**Upper-Level/Graduate Courses Taught**

- Senior Seminar
- Local History*
- Southern History in Film*
- American Military History*
- Readings in Reconstruction*
- The Young Republic*
- North Carolina History
- Introduction to Appalachian Studies

*Indicates courses with a graduate-level component.

---

**Publications**

**Books - Monographs**

“The Case of Alvin Mansell: Race, Gender, and Violence in a Southern Community,” a book manuscript underway. Two of six chapters complete.


**Books – Edited Works**


Editor, Southern Journeys: Tourism, History, and Culture in the Modern South.
\textbf{Articles in Refereed Journals}


“‘Rule of Rebs’: Confederate Historical Memory and White Supremacy in North Carolina, 1865-1870.” \textit{Southern Historian} 17 (Spring 1996), 45-66.

\textbf{Book Chapters}


\textbf{Articles in Reference Works}

by Harvey H. Jackson (University of North Carolina Press, 2010).


On-Line Scholarly Writing


**Book Reviews**

Review of *The Confederate Heartland: Military and Civilian Morale in the Western Confederacy* by Bradley Clampitt. *Civil War History* (Forthcoming)


Review of *The Cause Lost: Myths and Realities of the Confederacy* by William C. Davis. *Florida Historical Quarterly* 72 (Fall 1998): 216-218.


---

**Papers and Presentations**

**Professional Conference Participation**

Panel Commentator, ““Traveling and Tourism in Search of the Southern Past: Sherman's March, the Natchez Pilgrimage, and Margaret Mitchell's Atlanta,” Southern Association of Women Historians, Fort Worth, TX, 6-9 June, 2012. (Scheduled)


Panel Commentator, Southern Industrialization Project Biennial Conference, Kennesaw State University, June 2008.


Paper, “‘It was better than being down there in the country:’ African American Workers, Tourism, and Population Change in Western North Carolina,” Appalachian Studies Association Annual Meeting, Cherokee, NC, March 26, 2004.


Paper, “‘Rule of Rebs’: White Supremacy, the Lost Cause, and White Social Memory in Reconstruction North Carolina.” Presented at the Fourth Annual Graduate Symposium at Western Carolina University, February 24, 1995.


Public and Community Presentations


“Native, Newcomers, and Summer People: Tourism in Western North Carolina,” Lunchtime Speaker’s Series, Transylvania County Public Library, 17 May 2011.


Presentation, “The U.S. and Iraq: 10 Years After The Gulf War” to the Western North
Carolina World Affairs Council (5 presentations in Asheville, Hendersonville, Brevard, Columbus, and Black Mountain) – February 26 – March 1, 2001.


---

**Awards, Grants, and Honors**

**Awards and Honors**

- RODIN Award (Recognition of Distinguished Instruction and Nurturing), Western Carolina University Honors College, March 2010. For distinguished work in undergraduate research.
- North Caroliniana Society, Elected to Membership, January, 2010. “Starting initially with twenty-one distinguished North Carolinians and currently limited to two hundred, the Society fills vacancies by electing additional individuals meeting its criterion of adjudged performance. By doing so, it brings together men and women who have shown their respect for and commitment to our state’s unique historical, literary, and cultural inheritance.”
- College of Arts and Sciences Teaching Award, Western Carolina University, 2008-2009. (Finalist, 2003-2004 and 2004-2005)
- Creighton Sossomon Professor, Department of History, Western Carolina University, 2007-2010.
- Graduate Dean’s Award for Excellence in Doctoral Studies, Auburn University, 1996-1997.
- W.C. Bradley Award for Achievement in the Humanities, College of Liberal Arts, Auburn University, 1997.
- Graduate Colloquium Outstanding Paper Award, Department of History, Auburn University, 1996 for “The Stirring Strains of Dixie’: The Civil War and Southern Identity in Haywood County, North Carolina.”

**Grants and Fellowships**

- Western Carolina University Summer Research Grant, 2001-2002. $5000.
- Community Research Foundation, Community-Based Research Grant, 2000. $1000.
- Appalachian College Association Research Travel Grant, 1999.
- Western Carolina University Graduate Research Grant, 1994.
Professional Activities

Founder and Director, Western North Carolina Oral History Project, 2000-2005. The purpose of the Western North Carolina Oral History Project is fourfold: 1) To preserve the unique historical experience of the North Carolina mountains; 2) To involve students in the collection, processing, and interpretation of oral history interviews; 3) To involve members of the community in historical research and preservation in an effort to improve university outreach; 4) Extend and deepen the University’s regional history research collections. This project is patterned after the Southern Oral History Program (SOHP) at the University of North Carolina at Chapel Hill. Since 1973, the SOHP has worked to preserve the history and culture of North Carolina and the South through a systematic program of scholarly oral history interviews. The Western North Carolina Oral History Project (WNCOHP) seeks to do the same thing on a regional level. The project allows the people of western North Carolina to record their memories and experiences, preserving the region’s history for future generations. We have processed a total of 87 interviews (now archived in Hunter Library’s Special Collections) in three series (agriculture, World War II veterans, and out-migration) and currently co-sponsor an oral history tent at Mountain Heritage Day. Several additional series are planned for the future. Currently, there are 128 interviews archives in six series.

Editorships

Editor, Appalachian Echoes Series, University of Tennessee Press, 2011 – Present.
   The Appalachian Echoes series is dedicated to reviving and contextualizing classic books about Appalachia for a new generation of readers. By making available a wide spectrum of works—from fiction to nonfiction, from folklore and letters to history, sociology, politics, religion, and biography—the series seeks to reveal the diversity that characterizes Appalachian writing, a diversity that promises to confront and challenge long-held stereotypes about the region.

Senior Associate Editor, Southern Historian, September, 1997 - August, 1999.

Associate Editor, Southern Historian, September, 1996 - August, 1997.


Co-Founder/Co-Editor of The Tuckaseigee Valley Historical Review. Department of History, Western Carolina University, 1993 - 1994. (A graduate student journal in its nineteenth year of publication.)

Opinion Pieces


“State History Invaluable in Giving Youth a Sense of Place” Asheville Citizen-Times 22 February 2001. In defense of teaching North Carolina history in the state’s public schools.

“Forum: The Civic Center and the Room Tax: Tourism Interest or the Public Interest,” Asheville Citizen-Times, 2 April 2000.

Professional Affiliations

Historical Society of North Carolina
North Carolina Literary and Historical Association
North Caroliniana Society
Organization of American Historians
Southern Historical Association
Southern Industrialization Project
British Nineteen Century American Historians

Service

Departmental Service

Department Head, July 2007 – Present (ex officio on all committees)
Chair, 19th Century United States History (Term Appointment) Search Committee, October 2000 – February 2001
Member, Visiting Scholars Committee, August 2000 – July 2001
Cooperative Education Coordinator, August 2000 – August 2005
Department Webmaster, August 2000 – August 2005
Chair, Library Committee, May 2000 – August 2005
Chair, Strategic Planning Committee, August 2004 – August 2005
Member, Graduate Committee, August 2000 – July 2002; August 2004 – August 2005
Member, Undergraduate Committee, August 2002 – July 2004.
Member, Native American Historian Search Committee, September 2003 – February 2004
Faculty Mentor for Eric Tscheschlok, August 2001 – May 2002
Faculty Mentor for Andrew Denson, August 2004 – August 2005
Faculty Mentor for Jessica Swigger, August 2008 - Present

College Service

Member, Student Recruitment Committee, August 2000 – July 2004
Member, Dean’s Advisory Board, August 2003 – August 2005
Member Technology Committee, August 2003 – August 2005
Member, Department Heads Council, 2007 – Present
Member, Department of Political Science Collegial Review Committee, 2008
Chair, Sequoyah Professorship Search Committee, 2007 - 2008
Member, Department of Mathematics and Computer Science Search Committee, 2008-2009
Chair, Task Force on Program Prioritization, 2011

University Service

Member, Mountain Heritage Day Committee, June 2001 – August 2005
Member, Liberal Studies Oversight Committee, August 2002 – August 2004
Chair, Liberal Studies Oversight Committee, August 2004 – August 2005
Member, Search Committee, Paris Distinguished Professor of Appalachian Cultural Studies, October 2002 – May 2003
Appalachian Consortium, Institutional Representative, 2000 – August 2004
Member, Scholarly Assignment Selection Committee, 2004.
Member, Freshman Reading Committee, 2007-2008
Member, QEP Implementation Committee, 2007 - Present
Member, Chancellor’s Kitchen Cabinet, 2007 – 2011
Founder and Chair, WCU Veterans Support Network, 2007 – 2009
Member, UNC-Tomorrow Global Readiness Work Group, 2008
Member, QEP Briefcase Committee, 2008
Member, QEP Steering Committee, 2008 – Present
Member, Teacher Education Curriculum Revisioning Task Force, 2008 – 2010
Curator Search Committee, Mountain Heritage Center, July – August 2010
Chair, Provost Search Committee, 2011 – Present

MA Thesis Committees:

Director:

Daniel Menestres, Thesis Defended, July 2003
Joel Evans, Thesis Defended, July 2003
W. Keith Alexander, Thesis Defended, November 2003
Robert Ferguson, Thesis Defended, April 2004
Ngaire Smith, Co-Director, Thesis Defended, April 2004
Daryle Hogsed, Thesis Defended, August 2005
David Sowards, Thesis Defended, August 2005
Chris Bishop, Thesis Defended, April 2010
Terry Downing, In-Progress

Reader:

Catherine Herdman, Thesis Defended, June 2003
Heather Murray, Thesis Defended, July 2002
Bruce Stewart, Thesis Defended, June 2001
Steve Nash, Thesis Defended, June 2001
Gregory Pollander, Thesis Rejected, April 2001
Vince Canstrano, Thesis Defended, September 2000
Justin Conklin, Thesis Defended, July 2000
Lisa Camichos, Thesis Defended, July 2000
Christie Fulcher, Thesis Defended, June 2008
James Owen, Proposal Defended, March 2011

**Internships and Co-ops Supervised**

Amy Slaughter, North Carolina Magazine
Sarah Franzheim, Smith McDowell House Museum
Meredith Zackin, Atlanta History Center
Susan Moody, Georgia Southern University Archives
Patrick Donavan, Preservation Society of Asheville and Buncombe County
Jesse Gibson, Mountain Heritage Center
Heather Cyre, Canton Papertown Museum, Macon County Historical Museum, and Greensboro History Museum

**Other University Service**

- GATE Day Panel on Pursuing Doctoral Degrees, 21 February 2011. Sponsored by the Coulter Faculty Commons.
- “Applying to Graduate School,” History Department Advising Day Seminar, October 2008 and October 2009.
- Panelist, TPR/AFE Panel and Discussion, 12 November 2008. Sponsored by the Coulter Faculty Center.

**Selected Media Interviews**

- Our State Magazine, May 17 2005. Interviewed for an article on the Walton War. Wrote and submitted a sidebar article on the Mountain Heritage Center.
- Asheville Citizen-Times, 6 June 2005. Interviewed for an article on the significance of Saddam Hussein’s upcoming trial.

(Over 50 media interviews)
Other Service Activities

- Historical Society of North Carolina
  - Nominating Committee, 2009 - 2010
  - Vice President, 2011
  - President, 2012 (scheduled)


- Member, Advisory Board, “Commemorative Landscape of North Carolina,” multi-year grant-funded digital humanities project to create an interactive map, image, and document archive of commemorative places in North Carolina. Directed by W. Fitzhugh Brundage, Department of History, University of North Carolina – Chapel Hill and UNC Library, 2010-Present. (Biannual Meetings)

- Advisory Editorial Committee, North Carolina Historical Review, July 2009 – Present (Five year term)

- North Carolina Humanities Council Forum Speakers Bureau (Road Scholars), 2002 – Present.

- Advisory Board, North Carolina Civil War Sesquicentennial Celebration, North Carolina Office of Archives and History, 2007 – present (Quarterly meetings)


- North Carolina State Board of Education Teach Education Power Standards Committee, March 2008 – July 2008 (Tasked with revising state content standards for all teacher education programs)

- Highway Historical Marker Advisory Committee, North Carolina Office of Archives and History (Appointed to a five-year term by the North Carolina Secretary of Cultural Resources), 2003-2007.

• Research Consultant, “After the War”: Mountain Veterans Return from War” Exhibit, Mountain Heritage Center, Western Carolina University. Preliminary Research. Exhibit open June 2005- December 2007. Based on student research in History 472/472, Local History.
Education

The University of Texas at Austin
Ph.D. in American Studies, May 2008
Dissertation Title: "History Is Bunk": Historical Memories at Henry Ford’s Greenfield Village

Master of Arts, American Studies, 2002

B.A., Plan II Honors Program, concentration in American Studies, 1998

University of Denver
Certificate, Denver Publishing Institute, 1998

Peer Reviewed Publications


Other Publications


Fellowships and Awards
Co-Director, Grant to Host Journey Stories, sponsored by the Smithsonian Institution’s Traveling Exhibition Service Museums on Main Street Program in partnership with the North Carolina Humanities Council, Fall 2012.
*Host sites receive the traveling version of the Smithsonian Institution’s permanent exhibit on transportation titled Journey Stories, docent training, publicity materials, and are eligible for grants providing special programming to coincide with the exhibit such as guest speakers and Web site development.

Summer Research Grant, Western Carolina University History Department, Summer 2011.

Professional Development Award, University of Texas, Fall 2007.

Continuing Dissertation Fellowship, University of Texas, Fall 2007-Spring 2008.


Teaching Experience
Assistant Professor, Western Carolina University
Graduate Courses
Urban History, Spring 2011

Graduate/Undergraduate Courses
Introduction to Public History, Fall 2009, Fall 2011
Suburban Nation, Summer 2009, Summer 2010
Public History, Public Classrooms, and the Contested Past, Summer Teaching Institute, 2010
Introduction to Museums, Spring 2009, Spring 2010
Introduction Heritage Tourism, Fall 2010

Undergraduate Courses
Turning Points in American History: Cities on a Hill? Fall 2008, Fall 2010, Summer 2011, Fall 2011
Turning Points in American History: Place and American Culture, Spring 2010
Turning Points in American History: Place and American Identity, Spring 2009, Fall 2009

**Assistant Instructor, University of Texas at Austin**

*Undergraduate Courses*
Sacred Places and American Culture, Fall 2006, Spring 2007, Summer 2007
Historic Preservation and American Culture, Fall 2005, Spring 2006
Introduction to Rhetoric and Composition, Fall 2002, Spring 2003, Summer 2003

**Supplemental Instruction Leader, University of Texas at Austin**

*Undergraduate Courses*
Introduction to American Studies, Fall 2003, Fall 2004

**Teaching Assistant, University of Texas at Austin**

*Undergraduate Courses*
Introduction to American Studies, Fall 2003—Spring 2005
Computer Engineering Seminar, Summer 2002

**Conference Activity**

**Papers**


“Reconstructing Main Street: San Marcos and the Texas Main Street Project” University of Texas American Studies Conference, Austin, 2002.

**Panels Moderated**

“Valuing the Landscape,” University of Texas American Studies Conference, Austin, 2005.

**External Service**

*Public Events/Exhibits*

*External Institutions*
North Carolina Museums Council Annual Conference Planning Committee (Summer 2011-present)
Appalachian Women’s Museum, Advisory Board, (Spring 2010-present)

**Internal Service**

*Public Events/Exhibits*
College of Arts and Sciences Representative for Engaged Teaching, “Feeding the Social Fire: Slow Cooked Culture through North Carolina Barbecue,” an exhibit designed for Introduction to Museums (Fall 2010)

*Department, College, University Service*
Mountain Heritage Center Advisory Board (Spring 2011-present)
College of Arts and Science Dean’s Advisory Board (Fall 2010-present)
Chair, Quality Enhancement Program Committee (present)
Graduate Student Committee (Fall 2008-present)
Chair, Colloquia and Conversations Committee (Fall 2010-Spring 2011)
Colloquia and Conversations Committee (Fall 2009-Spring 2010)
Internship Coordinator for Public History Undergraduates and Graduates (Fall 2008—present)

**Academic Memberships**
National Council on Public History
North Carolina Association of Historians
North Carolina Museums Council
Southern Historical Association
VICKI ELLEN SZABO  
Associate Professor of History  
Western Carolina University  
225 McKee, Department of History  
Cullowhee, NC 28723   USA  
Tel: 828-227-3911  
Email: szabo@email.wcu.edu

EDUCATION

- Cornell University, Ithaca, New York  
  Doctor of Philosophy, Medieval Studies Program (History / Archaeology), 2000.  
  Dissertation: Monstrous Fishes and Bones ‘of No Small Bigness’: The History and  
  Archaeology of Whale Exploitation in Late Iron Age, Pictish, and Viking Orkney,  

- Master of Arts, Medieval Studies Program, 1996.  
  Fields of Study: Medieval Archaeology, Medieval History, Anthropology  
  Languages (reading): Old Norse, Old English, Latin

- Kalamazoo College, Kalamazoo, Michigan  
  Bachelor of Arts, with High Honors, History Department, 1992.

PUBLICATIONS

Book:


Peer-Reviewed Articles:

- “Bad to the Bone? The Unnatural History of the Monstrous Medieval Whale.”  
  The Heroic Age: A Journal of Early Medieval Northwestern Europe. 8 (June 2005).  
  http://www.mun.ca/mst/heroicage/issues/8/szabo.html

- “Whaling in Early Medieval Britain.” Haskins Society Journal, ed. C. P. Lewis, 9  

Book chapter:

- “Subsistence Whaling and the Norse Diaspora: Norsemen, Basques, and Whale Use in  
  the Western North Atlantic, ca. AD 900-1640,” in The Medieval Atlantic World, ed.  
  Benjamin Husdon (under contract with Palgrave, New Medieval World series, 2012).

Reviews:

- Review, Steven A. Walton, “Wind and Water in the Middle Ages,” for H-Water, in  
  progress.

- Review, Arne Kalland, “Unveiling the Whale: Discourses on Whales and Whaling,” and  
  Jun Morikawa, “Whaling in Japan: Power, Politics, and Diplomacy,” for H-  
  Environment, in progress.

- Review, Barry Cunliffe’s Europe Between the Oceans: 9000 BC-AD 1000, for the

- Review, Joe Flatman, “Ships and Shipping in Medieval Manuscripts,” for the Journal of Nautical Archaeology, August 2010
- Review, Helge Ingstad and Anne Stine Ingstad’s The Viking Discovery of America, in The American Neptune: Maritime History and Arts (Winter 2002): 120.

Other:


Unpublished Reports:

- L’Anse aux Meadows whale bone analysis. Unpublished report produced for Parks Canada, June 2006. This survey analyzes the whale bone assemblage from the first European-North American contact site in Newfoundland, Canada.

AWARDS AND HONORS

- Creighton Sossoman Professor, Dept. of History, Western Carolina University, 2011-2013
- L. Byrne Waterman Award, presented at the New Bedford Whaling History Symposium, 2009, in “recognition of outstanding contributions to research and pedagogy in the arts, humanities and sciences. The award is customarily made to recognize a large body of work or for lifetime achievement.”

ACADEMIC FELLOWSHIPS, GRANTS, FUNDING - EXTERNAL

- American Philosophical Society, Franklin Research Grant, Supplement. 2010-2009 - $5,000.
- Fulbright Distinguished Scholar, UK, 2009 - $12,500.
- American Association for the Advancement of Science, Women’s International Science Collaboration Grant (AAAS-WISC), 2004 - $4,000.
- Sigma Xi Grants-in-Aid of Research, 1998 - $1,000.

ACADEMIC FUNDING - INTERNAL

- History Department, Research Fund, Western Carolina University, 2010 - $1,000.
- Chancellor’s Faculty Research Presentation Travel Fund, Western Carolina University, 2009, 2004 - $1,000 per award (approx).
- Scholarly Development Program, Western Carolina University, 2009 – full salary, one semester leave.
- Faculty Research Grant, Western Carolina University, 2009, 2003 - $5,000 per award.
- Mellon Doctoral Finishing Fellowship, Cornell University, 1999 - $ NA
• President’s Council of Cornell Women Research Grant, Cornell University, 1998 - $3,000.
• Hirsch Fellowship for archaeological fieldwork, Cornell University, 1998, 1997 - NA
• Michelle Sicca Fellowship for European research, Cornell University, 1996 - NA

PROFESSIONAL, SERVICE, OUTREACH, AND CONSULTATIONS
• Website manager, INWR (International Network for Whaling Research), forthcoming.
• Peer Review, CIES Fulbright United Kingdom Distinguished Scholar Review Committee, Washington DC, 2010-2013.
• Article review for History Compass, online scholarly journal, 2011.
• Guest Manuscript Editor, *Journal of the North Atlantic*. Coordinated reviews from 3 external reviewers for manuscript on Anglo-Saxon whaling, 2009.
• Half-Day Session Chair, *Postgraduate Zooarchaeology Forum (PZAF)*, Cardiff University, 14th Nov. 2009.
• Consultant on medieval whaling for Basque Watchtower Project, 2009; Red Bay National Historic Site, Labrador, Canada, 2008; Hebridean Whale and Dolphin Trust, 2006.

PAPERS AND PRESENTATIONS
• European Society for Environmental History, Turku, Finland, July 2011. Paper to be presented: “Right whales and wrong approaches: changing whaling strategies in the medieval North Atlantic and Arctic, ca. 800-1500.”


• International Medieval Congress, May 2010. Session presider, Environmental History III: Hopes and Hazards of Agropastoralism


• World Congress of Environmental History, Copenhagen, Denmark, August 2009. Panel co-organizer (with Rick Keyser, Western Kentucky University): Eminent Domain Sustainability, and Resistance: Conflicting Claims to Forest, Mine, and Coast in Medieval Europe.


• University of Southern Denmark, Maritime History Seminar, Esbjerg, Denmark, January 2005. Session Chair: “Imperial Rome and the Black Sea.”


CURRENT RESEARCH

• **Online Resource for Cetacean Archaeology (ORCA).** In conjunction with Dr. Jacqui Mulville, Lecturer in Archaeology, University of Cardiff. This project, an online virtual 3D whale bone database, will provide archaeologists, researchers, and the general public with access to an osteometric database for individual bones from several dozen North Atlantic whale species. Recent collaborations between historians, archaeologists and biologists at archaeological sites in Europe and North America have shown that an interdisciplinary approach to whale bone analysis and whaling history can yield revolutionary conclusions about preindustrial cetacean populations.

• **The origins of Basque and Norse subsistence whaling.** This short project is a comparative study of the development of and relationship between Basque and Norse whalers. The earliest history of Norse and Basque subsistence whaling has always been murky, with assumed but unclear connections. Having recently completed a short paper on broad linkages between these two early whalers (currently under review with Boydell and Brewer), I hope to author a more substantial article on the earliest intersections and technology exchanges between these two people.

PROFESSIONAL EMPLOYMENT

• **Western Carolina University, Department of History (Cullowhee, NC)**
  Associate Professor of Ancient and Medieval History; August 2007-present.
  Assistant Professor of Ancient and Medieval History; August 2001-2007.

  **Courses taught:**
  • History 152 – Biography in European History
  • History 182 – Ancient Empires / Ancient Empires, Honors
  • History 221 – European History to 1517
  • History 308 – Rome: Republic and Empire
  • History 311 – Ancient Greece and Rome
  • History 312 – The Heroic Age: Early Medieval Europe
  • History 313 / 593 – The High Middle Ages
V. Szabo, CV:

• History 322 – British History to 1608
• History 421 / 521 – Romans, Christians, Barbarians: Topics in Late Antiquity
• History 493 / 593 – Sex & Gender in Pre-modern Europe
• History 493 / 593 – World Wars, Ancient and Modern
• History 693 - Seminar in Environmental History

**Departmental / College / University service at Western Carolina University**

• Chair, History dept., Undergraduate Committee, 2010-2011.
• Chair, History dept., Strategic Planning Committee, 2005-2009; member, 2001-2005.
• Chair, History dept., Search Committee for 2 tenure-track positions.
• Member, History dept., Graduate Committee, 2002-2009.
• Member, History dept., Search Committee, 4 tenure-track, 4 visiting positions.
• Member, Arts and Sciences Collegial Review Committee, 2008-2011.
• Member, Arts and Sciences Committee on Committees, 2008-2011.
• Member, Arts and Sciences Student Recruitment committee, 2004 – 2007.
• Member, Arts and Sciences Strategic Planning Committee, 2003 – 2006.
• Chair, Faculty Senate Collegial Review Council, 2010-present.
• Member, Faculty Senate, 2009-present.
• Member, Faculty Senate Academic Policy Review Council, 2009-present.
• Member, Academic Problems Committee, 2008-present.
• Member, University Scholar / Hunter Scholar Award Committee, 2009- 2010.
• Member, Advisory Committee for UNC-EP Øresund and Nordic Programs, 2001-2005.

**Student advisement / activities:**

• Director, History MA thesis: Kristi Redding, 2007

• Colgate University, Department of History (Hamilton, NY)
  Visiting Assistant Professor of Medieval History; 2000-2001.

• Cornell University, Medieval Studies (Ithaca, NY)

**PROFESSIONAL AFFILIATIONS**

• Fellow (Elected) - Society of Antiquaries of Scotland
• Member – International Council for Archaeozoology
• Member – Society of Environmental Archaeology
• Member – Society for Medieval Archaeology
• Member – Marine Mammal Society
• Member – American Society for Environmental History
• Member – Medieval Academy of America

**ARCHAEOLOGICAL AND MATERIAL CULTURE FIELDWORK**

• Artifact coordinator.

• Field archaeologist.

**REFERENCES:**

Available upon request.
ELIZABETH E. YALE

Department of History
225 McKee Building
Western Carolina University
Cullowhee, NC 28723

P.O. Box 2632
Cullowhee, NC 28723

617-256-9112
eeyale@email.wcu.edu

ACADEMIC APPOINTMENTS

2010- Assistant Professor, Department of History, Western Carolina University

2009-10 Harvard College Fellow, Department of the History of Science, Harvard University

2008-09 Cabot Postdoctoral Fellow, Derek Bok Center for Teaching and Learning, Harvard University

EDUCATION

2008 Ph.D., History of Science, Harvard University
Dissertation: Manuscript Technologies: Correspondence, Collaboration, and the Construction of Natural Knowledge in Early Modern Britain

2004 A.M., History of Science, Harvard University

2002 B.S., Astronomy and Physics, Yale University
Graduated cum laude and with distinction in the major.

FELLOWSHIPS AND AWARDS

2010 Western Carolina University Chancellor’s Travel Grant
2009 Book History Graduate Student Essay Prize
2008 NSF Grant for Travel to the History of Science Society Annual Meeting
2007-08 ACLS/Mellon Dissertation Completion Fellowship
2007 Harvard Graduate Society Dissertation Completion Fellowship (declined)
2006-07 Richard Maass Memorial Research Grant, Manuscript Society
2006-07 Frederick Sheldon Traveling Fellowship, Harvard University
2006 Certificate of Distinction in Teaching, Harvard University
2005 Harvard Graduate Society Pre-Dissertation Summer Research Fellowship
2000 Donald Annis Prize in German and English, Yale University
1996-2002 Silicon Valley Scholarship for Math, Science, and Engineering
PUBLICATIONS

Book

*Script, Print, Speech, Mail: Technologies and Cultures of Communication in Early Modern Britain.*

University of Pennsylvania Press has agreed to review the book for publication in the Material Texts series; I expect to have the manuscript ready for review by June 2012.

Articles and Essays


Book Reviews


INVITED TALKS AND PRESENTATIONS


“American Creationism and Creation Science since the 1920s.” Guest Lecture in Historical Study A-27, Reason and Faith in the West (Professor Ann Blair), Harvard University, April 2009.


“Teaching for Deep Learning.” Fall Teaching Conference, Derek Bok Center for Teaching and Learning, Harvard University, September 2007 (Philip Loring, co-presenter).

“Leading Discussions with Small Groups.” Winter Teaching Conference, Derek Bok Center for Teaching and Learning, Harvard University, Cambridge, MA, January 2006.


CONFERENCE PAPERS


“Antiquities, Artifacts, and Agriculture: The Intersection of Natural and Human History in Early Modern Britain.” As part of the panel “Historical Science in Historical Science: Historical


“Preserved in Pen: John Aubrey’s Naturall Historie of Wiltshire as Commonplaced by John Evelyn.” As part of panel on “Notebooks, Note-taking, and Commonplace Book Culture,” Annual Meeting of the Renaissance Society of America, Chicago, IL, April 2008.


ACADEMIC PROGRAMS ORGANIZED


TEACHING

**Western Carolina University, Department of History, 2010-**
- History 413/513: Europe in the Eighteenth Century
- History 151: Turning Points in European History
- History 190: Animal, Vampire, Robot, Cyborg: The Human and the Non-Human in Modern Western Culture
- History 693: Problems in the History of Science
- History 297: Sophomore Seminar

**Harvard University, Department of the History of Science, 2004-2010**
As Instructor (College Fellow)
- History of Science 99 Senior Thesis Tutorial (Research seminar for senior thesis writers)
- History of Science 97: Sophomore Tutorial (Survey of key episodes, themes, and methodologies in the history of science)
• History of Science 189: Speech, Print: Television, Blog: The History of Communications Technologies

As a Teaching Fellow
• Senior Thesis Advisor (advising theses in the history of early modern science, science and literature, the twentieth-century human sciences, and environmental history)
• History of Science Sophomore Tutorial (Twice as Head Teaching Fellow)
• History of Science Junior Research Tutorial
• Utopia in the Age of Scientific Revolution (Head Teaching Fellow). Awarded Certificate of Distinction in Teaching.
• Nature, Science, and America

Harvard University, Department of History, 2009
• Teaching Fellow, “Reason and Faith in the West”

Harvard University, Summer School, 2008, 2010
• “Human, Animal, Vampire, Cyborg: Exploring the Human/Non-Human Boundary in Modern Western Culture” (Instructor)
• “Darwin, Freud, and Einstein” (Teaching Fellow)

UNIVERSITY AND PROFESSIONAL EXPERIENCE AND SERVICE

Department of History, Western Carolina University
Member, Graduate Program Committee, 2010-present
• Lead revision of comprehensive exam questions for European History masters’ program, fall 2010.
Member, Colloquia and Conversations Committee, 2011-present
Library Liaison, 2011-present
• Lead review of Library history journal subscriptions, Fall 2011.
Secretary, Department of History Faculty Meetings, 2010-present

Department of the History of Science, Harvard University
Judge, Rothschild Prize for History of Science Senior Theses, 2005, 2006.
Graduate Representative, History and Science Student-Faculty Committee, 2004-2006.
Graduate Representative to the Faculty, Spring 2003.

Derek Bok Center for Teaching and Learning, Harvard University
Lead Teaching Fellow, 2005-06.
Served as peer mentor to History of Science teaching fellows. Consulted individually on teaching-related concerns. Organized monthly faculty-led seminar on teaching and professional development. Wrote guide that has become a standard reference for history of science teaching fellows.
Graduate Writing Fellow, Spring 2005.
Trained in teaching writing across the curriculum and in providing useful and timely feedback on written work.

**Harvard University Libraries, Open Collections Program**  
Surveyed Harvard libraries and archives for material for a digital collection devoted to the global history of reading. Recommended materials for digitization.

**LANGUAGES**

Reading knowledge of German, French, and Latin

**LEARNED SOCIETY MEMBERSHIPS**

Society for the History of Authorship, Reading and Publishing
Welcome to ASU 250, Introduction to Appalachian Culture! This course explores Appalachia’s culture, history, creative traditions, and natural environment to illuminate current issues.

Learning Objectives: The objective of this course is to develop critical thinking, reasoning skills, and oral and written expression through the study of Appalachian history and culture. Particular attention will be paid to the following areas:

a. Reading and comprehending texts of Appalachian heritage  
b. Exploring the significance of human modes of being, thought, and values in their lives  
c. Appalachian history  
d. Appalachian music, art, architecture, literature, and other cultural expressions  
e. Developing an understanding of various social science approaches to issues  
f. Developing critical reading, analytical writing, and oral communications skills

At the end of this course, you will have a firm grasp of the major themes in Appalachian history and culture, and what those experiences mean for the region, its people, and for American society. This background will allow you to ask serious, informed questions about Appalachia, and more broadly, what region means in America, allowing you to apply the answers to other courses, current events, and problems.

Expectations: What can you expect of me? I'm here to help you learn. If you need help, let me know, and I'll do my best to make sure you understand course material and do well in our class. I'll come to class prepared, grade you as fairly as I can (but remember, I am not infallible), and I'll try to make our class stimulating, fun, and create an environment in which all can learn. From you, I expect you to take responsibility for learning independently. That means come to class prepared, bring discussion questions to class, participate once you’re there, and dedicate time for our class assignments. If you do those things, you will be successful, and the class will be too. Let's work together to have a good class!

Course Presentation: This course will consist of lectures, discussions, films, outside readings, written papers, and exams. Class discussion and cooperative learning exercises will be major aspects of this
course and students are expected to read and take notes on the required material before class. Special assignments might be made on occasion (i.e., preparation for group discussions). The enclosed outline lists the general topic of the class for any given day; the dynamics of class discussion will determine the exact material covered in class. Students are responsible for all information contained in textbook assignments, reserve readings, additional readings, films, and class discussions. Lack of preparation will be reflected in the Participation grade.

Exams: Exams will be essay in format. The final exam will be comprehensive. All make-up exams must be approved by me in advance and will be administered by appointment. Exams will require blue books.

Attendance: The University policy on attendance, as outlined in the catalog, will be followed. Attendance is key to success in this course, and will be taken daily. Special circumstances or University-related absences should be discussed beforehand with the instructor. Ten points per absence will be deducted from the Participation portion of your grade for every absence in excess of 3.

Email: I will use your Catamount email account for all course related email. Check it often.

Textbook: Michael Ann Williams, Great Smoky Mountains Folklife

Supplementary Texts:

Richard Straw and H. Tyler Blethen, eds., High Mountains Rising: Appalachia in Time and Place
Florence Cope Bush, Dorie: A Woman of the Mountains

Academic Dishonesty: No form of academic dishonesty (cheating, plagiarism, etc.) will be tolerated. The University policy, as outlined in the student handbook, will be followed if cases arise.

From WCU’s Catalog:

Academic Honesty Policy. Western Carolina University, a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes the following:

A. Cheating. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

B. Fabrication. Falsification or invention of information or citation in an academic exercise.

C. Plagiarism. Representing the words or ideas of someone else as one's own in an academic exercise.

D. Facilitation of Academic Dishonesty. Helping or attempting to help someone else to commit an act of academic dishonesty, such as allowing another to copy information during an examination or other academic exercise.
Do not copy the work of someone else (even off a website) and turn it in as your own. Use quotations where appropriate, meaning when you are using words someone else said or wrote. Penalties for such acts range from a zero on the assignment to failure for the course and are assigned at my discretion. If you have any questions about what constitutes academic dishonesty, contact me as soon as possible. Better safe than sorry!

Late Assignments: Assignments are due on the date listed on this syllabus. Late assignments will be penalized 10 points per day late. This includes non-class days.

Special Accommodations: Students requiring special accommodations should contact the Disability Services office at (828) 227-2716 for assistance in obtaining accommodations. Accommodations will be made upon receipt of proper documentation from that office.

Reaction Papers: See attached sheet.

Book Review: Specifics will be forthcoming.

Project: Specifics will be forthcoming.

Final Exam: Tuesday, 5 May 2008, 12:00.

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dorie Review</td>
<td>A+ = 970-1000</td>
</tr>
<tr>
<td>Reaction Papers (5 X 50 pts each)</td>
<td>A  = 940-969</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>A- = 900-939</td>
</tr>
<tr>
<td>Project</td>
<td>B+ = 870-899</td>
</tr>
<tr>
<td>Final Exam</td>
<td>B  = 840-869</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>B- = 800-839</td>
</tr>
<tr>
<td></td>
<td>C+ = 770-799</td>
</tr>
<tr>
<td></td>
<td>C  = 740-769</td>
</tr>
<tr>
<td></td>
<td>C- = 700-739</td>
</tr>
<tr>
<td></td>
<td>D+ = 670-699</td>
</tr>
<tr>
<td></td>
<td>D  = 640-669</td>
</tr>
<tr>
<td></td>
<td>D- = 600-639</td>
</tr>
<tr>
<td></td>
<td>F  = Below 600</td>
</tr>
</tbody>
</table>

Note: Conditional Composition ("CC") grades will be entered for students who do not meet course standards for written work.

**COURSE SCHEDULE**

HMR: High Mountains Rising
GSMF: Great Smoky Mountains Folklife

This schedule denotes topics and readings for each class period. Read the assigned chapter prior to coming to class, and come prepared to discuss them.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 January</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td>15 January</td>
<td>What is culture? What is region?</td>
<td></td>
</tr>
<tr>
<td>22 January</td>
<td>First Peoples</td>
<td>HMR: Chap 1</td>
</tr>
<tr>
<td>27 January</td>
<td>Project Discussion</td>
<td></td>
</tr>
<tr>
<td>29 January</td>
<td>First Peoples (cont’d)</td>
<td>HMR: Chap 1</td>
</tr>
<tr>
<td>3 February</td>
<td>White Settlement</td>
<td>HMR: Chap 2</td>
</tr>
<tr>
<td></td>
<td>First Reaction Paper Due</td>
<td></td>
</tr>
<tr>
<td>5 February</td>
<td>White Settlement (cont’d)</td>
<td>HMR: Chap 2</td>
</tr>
<tr>
<td>10 February</td>
<td>Visit Mountain Heritage Center</td>
<td></td>
</tr>
<tr>
<td>12 February</td>
<td>Appalachian Stereotypes</td>
<td>HMR: Chap 8</td>
</tr>
<tr>
<td>17 February</td>
<td>The Civil War and Reconstruction</td>
<td>HMR: Chap 3, 4</td>
</tr>
<tr>
<td></td>
<td>Second Reaction Paper Due</td>
<td></td>
</tr>
<tr>
<td>19 February</td>
<td>Project Research</td>
<td></td>
</tr>
<tr>
<td>24 February</td>
<td>Advising Day - No Class</td>
<td></td>
</tr>
<tr>
<td>26 February</td>
<td><strong>Midterm Exam</strong></td>
<td></td>
</tr>
<tr>
<td>2-8 March</td>
<td><strong>Spring Break</strong></td>
<td></td>
</tr>
<tr>
<td>10 March</td>
<td>Industrialization and Discovery</td>
<td>HMR: Chap 5 GSMF: Chap 2</td>
</tr>
<tr>
<td>12 March</td>
<td>Industrialization (cont’d)</td>
<td>HMR: Chap 5</td>
</tr>
<tr>
<td>17 March</td>
<td><strong>Discussion of Dorie: A Woman of the Mountains Review Due</strong></td>
<td></td>
</tr>
<tr>
<td>19 March</td>
<td>20th Century Appalachia</td>
<td>HMR: Chap 6</td>
</tr>
<tr>
<td>24 March</td>
<td>20th Century Appalachia (cont’d)</td>
<td>HMR: Chap 6, 14 GSMF: Chap 9</td>
</tr>
<tr>
<td>26 March</td>
<td>Rediscovery of Appalachia Urban Appalachia</td>
<td>HMR: Chap 7, 14</td>
</tr>
<tr>
<td></td>
<td><strong>Third Reaction Paper Due</strong></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Text</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>31 March</td>
<td>Appalachian Folklife</td>
<td>HMR: Chap 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GSMF: Chap 4, 5, 6</td>
</tr>
<tr>
<td>2 April</td>
<td>Appalachian Religion</td>
<td>HMR: Chap 13</td>
</tr>
<tr>
<td>7 April</td>
<td>Appalachian Film Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Dollmaker Reaction Paper</td>
<td></td>
</tr>
<tr>
<td>8-12 April</td>
<td>Easter Holiday</td>
<td></td>
</tr>
<tr>
<td>14 April</td>
<td>Appalachian Music</td>
<td>HMR: Chap 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GSMF: Chap 3</td>
</tr>
<tr>
<td>16 April</td>
<td>Appalachian Music (cont’d)</td>
<td>HMR: Chap 9</td>
</tr>
<tr>
<td></td>
<td>Fourth Reaction Paper Due</td>
<td>GSMF: Chap 3</td>
</tr>
<tr>
<td>21 April</td>
<td>Project Presentations</td>
<td></td>
</tr>
<tr>
<td>23 April</td>
<td>Project Presentations</td>
<td></td>
</tr>
<tr>
<td>28 April</td>
<td>Project Presentations</td>
<td></td>
</tr>
<tr>
<td>30 April</td>
<td>The Future of Appalachia and the Future of Regions</td>
<td></td>
</tr>
</tbody>
</table>
HIST 107: World Cultures in Historical Perspective

Fall 2011

MK 215

Instructor: Dr. Saheed Aderinto
Office: Mckee 227B
Email: saderinto@email.wcu.edu
Phone #: 828-227-3868
Office Hours: MW 10-12 (and by appointment)

Course Description

Welcome to HIST 107: World Cultures in Historical Perspective. This course is about world cultures, societies, and peoples since the earliest times. We will be learning about the great human civilization, particularly the emergence and rise of states, empires, and kingdoms. The significance of trade, politics and other forms of relations in the making of world cultures will also be emphasized. In addition, we shall learn about monumental developments, such as nationalism, the trans-Atlantic slave trade, the Industrial Revolution, the two World Wars, the Cold War and others, which have shaped—and continue to shape—human experience worldwide. We will problematize the study of history by addressing the limitations of such concepts as culture and civilization, development, and globalization, to mention but a few.

Course Learning Objectives

This course introduces students to:

- A chronological survey of the development of world civilizations since the earliest times;
- The study of interaction of peoples, cultures, and civilizations;
- Significant historical events and periods, both at local and global levels;
- The major human achievements in architecture, arts, technology, and religion;
- History as a field of academic study;
Western’s Liberal Arts Learning Goals

This course will enable students to:

- Demonstrate the ability to locate, analyze, synthesize, and evaluate information;
- Demonstrate the ability to interpret and use numerical, written, oral, and visual data;
- Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
- Demonstrate the ability to critically analyze arguments;
- Demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being;
- Demonstrate an understanding of
  - Past human experiences and ability to relate them to the present;
  - Different contemporary cultures and their interrelationships;
  - Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity;
  - Scientific concepts and methods as well as contemporary issues in science and technology;
  - Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding;
- Demonstrate an excitement for and love of learning

Required Books


Course Policies/Expectations of Students

Assignments turned in after the due dates will not be accepted. Students are required to do the readings for each class and be prepared for map quiz. It is my responsibility as the professor to ensure that class environment is conducive for learning. In this regard, students are expected to maintain classroom decorum. Noise and all forms of distractions inhibit instruction and effective communication between the students and professor. **LAPTOPS AND ALL FORMS OF ELECTRONIC EQUIPMENTS CANNOT BE USED DURING SESSIONS.** Please see the
following link on tips for effective note taking: http://www.wcu.edu/24544.asp. If you will be coming in when lecture is already underway, please contact me and provide tangible reasons for the interruption. If you will be leaving while the class is on, please sit close to the nearest exit. Attendance will be taken daily. Students who arrive fifteen minutes into lectures lose attendance for the day. Over five unexcused absences lead to a drop in a full letter grade.

Western’s Academic Integrity Policy

I will enforce Western’s Academic Integrity Policy which include the following:

**Cheating** - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise;

**Fabrication** – Creating and/or falsifying information or citation in any academic exercise;

**Plagiarism** - Representing the words or ideas of someone else as one’s own in any academic exercise;

**Facilitation** - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination). For more information on Academic Integrity Policy visit: http://www.wcu.edu/26163.asp.

Accommodations for Students with Disabilities

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office’s website: http://www.wcu.edu/12789.asp

Grading Procedures

All grades will be based on ability to develop important points, coherent analyses, and use relevant materials from readings and class notes. Assessment will be based on the following: Map quiz; three primary document assignments; 3 reading responses; midterm test; research paper; and final exam. The map quiz is aimed at helping students to understand the political and human geography of contemporary world. The primary document assignments and research paper must be 2-3 pages (12 pt. font/Times New Roman) each. The midterm test and final exams are structured to evaluate students’ understanding of the reading materials and lectures. You will be required to use course materials to support and elaborate your response to the test and exam questions. Points will also be allocated for attendance and class participation. As stated above,
attendance will be taken daily and students who arrive fifteen minutes into lectures lose attendance for the day. Over three absences lead to a drop in letter grade. The final grade will be based on percentage system. Any grade above 97 is an A+, between 93 and 96 an A, and between 90 and 92 an A-. The same pattern applies for Bs, Cs and Ds.

Grade Breakdown

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map Quiz, August 31</td>
<td>A = 940-1000</td>
</tr>
<tr>
<td>Primary Document Assignment I, Due September 12</td>
<td>A- = 900-939</td>
</tr>
<tr>
<td>Primary Document Assignment II, Due September 19</td>
<td>B+ = 870-899</td>
</tr>
<tr>
<td>Reading Response on Christianity, Due September 23</td>
<td>B = 840-869</td>
</tr>
<tr>
<td>Primary Document Assignment III, Due September 26</td>
<td>B- = 800-839</td>
</tr>
<tr>
<td>Reading Response on Maya, Due September 28</td>
<td>C+ = 770-799</td>
</tr>
<tr>
<td>Midterm Test (October 5)</td>
<td>C = 740-769</td>
</tr>
<tr>
<td>Reading Response on Inca, Due October 7</td>
<td>C- = 700-739</td>
</tr>
<tr>
<td>Research Paper (Due November 21)</td>
<td>D+ = 670-699</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>D = 640-669</td>
</tr>
<tr>
<td></td>
<td>D- = 600-639</td>
</tr>
<tr>
<td></td>
<td>F = Below 600</td>
</tr>
</tbody>
</table>

Total: 1000

Class Schedule

**Week I:**

August 22: Introducing the Course and Syllabus

August 24: Why Study the Past: Cultures and Civilizations across Time and Place
August 26: The Human and Political Geography of the World

WEEK II:
August 29: Archeology of Human Evolution, Bulliet pp.5-11
August 31: The Stone and Iron Ages, Bulliet pp.11-22 (Map Quiz)
September 2: The Neolithic Culture/Agricultural Revolution Culture, Bulliet, pp.22-27

WEEK III:
September 5: No Class: Labor Day
September 7: Egypt, Bulliet pp. 42-49
September 9: China, Bulliet pp.57-71

WEEK IV:
September 12: Greece, Bulliet pp.135-157; and Standage chapter 3. (Primary Document Assignment I Due)
September 14: Rome, Bulliet pp.161-178; and Standage chapter 4.
September 16: India, Bulliet pp. 193- 211

WEEK V:
September 19: General Overview, Bulliet chapters 9 (Primary Document Assignment II Due)
September 23: Christianity, Bulliet chapter 10: (Reading Response on Christianity Due)

WEEK VI:
September 26: General Overview, Bulliet chapter 12 (Primary Document Assignment III Due)
September 28: The Maya, Bulliet pp. 344-347: Reading Response on Maya Due)
September 30: The Aztec, Bulliet pp.348-354
WEEK VII:
October 3: Midterm test preparation and Revision
October 5: Midterm Test
October 7: The Inca, Bulliet pp. 360-363: Reading Response on Inca

WEEK VIII:
October 10: European Expansion, Bulliet chapter 16
October 12: Protestant Reformation, Bulliet, pp. 491-494
October 14: No Class

WEEK IX:
October 17: No Class
October 19: The Nature and Dynamics of the Human Cargo, Blackboard Material October 20
October 21: The Impact of Trans-Atlantic slave trade, Blackboard Material October 22

WEEK X:
October 24: The French Revolution, Bulliet pp.647-656
October 26: The Haitian Revolution, Bulliet pp.658-660
October 28: The Industrial Revolution, Bulliet chapter 23

WEEK XI:
October 31: The Internationalization of the Industrial Revolution, Blackboard Material, October 31
November 2: No Class
November 4: Origins of the New Nationalism, Blackboard Material; and Standage chapter 9

WEEK XII:
November 7: European Empire Africa, Blackboard Material November 5
November 9: The First World War, Bulliet pp. 848-854
November 11: The Great Depression, Bulliet pp. 881-885

**WEEK XIII:**
November 14: The Second World War, Bulliet pp. 891-897
November 16: Capitalism versus Communism, Bulliet pp. 935-945
November 18: Decolonization and nation-building in Africa, Bulliet pp. 945-950

**WEEK XIV:**
November 21: Beyond a bipolar world, Bulliet, pp. 954-963 *(Research Paper Due)*
November 23: No Class
November 25: No Class

**WEEK V**
November 30: Postcolonial Crises and Asian Economic Expansion, Bulliet pp.965-969
December 2: Islamic Revolutions in Iran and Afghanistan, Bulliet pp.969-973

**WEEK XVI:**
December 5: Revolution in the Middle-East 2011, Blackboard
December 7: Revision
December 9: Revision
Welcome to HIST 107, World Cultures in Historical Perspective. This survey course will introduce you to the major issues, forces, and events that shaped the world from ancient time through the 20th century. In particular, we will focus on the roots of Western civilization (the ancient cultures of Mesopotamia, Egypt, Greece and Rome,) the interaction between Europe, Africa, and the Americas beginning in 1492, and the growth of Latin America in the colonial and national periods. The main themes we will examine include government, laws, war, labor, and women/gender.

This class is a liberal studies course designed to help you learn to demonstrate the ability to
  o Locate, analyze, synthesize, and evaluate information;
  o Interpret and use numerical, written, oral, and visual data;
  o Read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
  o Critically analyze arguments;
  o Recognize behaviors and define choices that affect lifelong well-being;
  o Understand
    ▪ Past human experiences and ability to relate them to the present;
    ▪ Different contemporary cultures and their interrelationships;
    ▪ Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity;
    ▪ Scientific concepts and methods as well as contemporary issues in science and technology;
    ▪ Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding.

Required Books:


*Supplementary Books (in order of use):*
- Carolina Maria de Jesus. *Child Of The Dark: The Diary of Carolina Maria de Jesus*. Translated by David St. Clair. English publication, 1963. (Various editions available; listed as “de Jesus” for reading assignment)

**NOTE:** Used or new supplementary books also may be purchased at various online retailers. Several copies of de Jesus are on reserve at the Hunter Library.

Other course materials including detailed assignment information, grading rubrics, and study guides are available on Blackboard. Check it often!!!
Accommodations for Students with Disabilities:
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or lalexis@wcu.edu You may also visit the office’s website: disability.wcu.edu

How to Do Well in This Course:
- Read the entire syllabus. It has information regarding class policies, due dates, assignment details, and exam formats,
- Attend class on time, or get notes from a classmate,
- Write down the outline, map items, key terms and questions at the beginning of class. They will help you focus on the key points for that particular lecture topic and are your pre-study guide for exams,
- Keep up with all assigned readings, and bring readings and/or notes with you on assigned primary document discussion days,
- Actively participate in class discussion and activities,
- Look on Blackboard for detailed assignment instructions, grading rubrics, study guides, etc,
- Ask me for help right away if you’re struggling,
- Employ good writing skills by using spell and grammar check before turning in your papers, and/or visit the Writing and Learning Commons (30 Hunter Library, 227-2274 or 227-7197)

General Classroom Policies:
Students are expected to act in a professional manner while in class. This will be considered toward your participation and includes your ability to:
- Come to class on time, and stay in class once you arrive, unless absolutely necessary.
- Turn your cell phone to vibrate or silent mode. Don’t text!
- Do not record class sessions. This is a violation of copyright.
- As instructor, I reserve the right to remove from class those who habitually violate these policies, or are not prepared for class discussion.

Attendance and Grading Policies:
- I follow the WCU attendance policy, outlined in the student handbook. You are allowed 3 absences without documentation. Additional absences result in a deduction of 10 points per absence from the participation portion of your grade. Special circumstances and university-related absences must be discussed in advance with the instructor.
- Missed exams may only be made up with legitimate excuse from the Dean or the Health Center. All make-up exams are essay only and will be administered by appointment.
- Late primary documents are not accepted as we discuss the associated readings in detail.
- You must provide a hard copy of all papers —NO EXCEPTIONS! If you can’t make it to class, ask a classmate or friend to give it to me before class starts, or drop it in my History Department mailbox (225 McKee). Please don’t slide it under my door. If absolutely necessary, email it before class begins.

Academic Honesty:
Intellectual honesty is a requirement to pass this course. Students are expected to know and abide by all regulations regarding academic honesty. Violations of cheating, fabrication, plagiarism, or facilitation of academic dishonesty will be not be tolerated and will face sanctions as described in the Student Handbook, including, and up to, a F for the course. Disciplinary records for any academic dishonesty violations remain on your permanent record for at least 5 years that employers and others, such as future schools, can have access to in accordance with federal regulations.

Plagiarism is to be avoided at all costs. Whenever another’s exact words, or even their opinions and ideas are used, they MUST be cited with author, work, and page reference. In short, unless it’s from your own head, cite it! More information on plagiarism and how to avoid it can be found at http://www.wcu.edu/Plagiarism_REVISED.pdf.
Assignments and Points:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Document Essays (2 @ 150 pts each OR 3 @ 100 pts each)</td>
<td>300</td>
</tr>
<tr>
<td>Midterm Exam (Ancient World)</td>
<td>200</td>
</tr>
<tr>
<td>Exam #2 (Atlantic World)</td>
<td>150</td>
</tr>
<tr>
<td>Final Exam (Cumulative)</td>
<td>250</td>
</tr>
<tr>
<td>Participation &amp; Attendance</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total = 1000</strong></td>
<td></td>
</tr>
</tbody>
</table>

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>940-1000 pts</td>
</tr>
<tr>
<td>A-</td>
<td>900-930</td>
</tr>
<tr>
<td>B+</td>
<td>870-890</td>
</tr>
<tr>
<td>B</td>
<td>840-860</td>
</tr>
<tr>
<td>B-</td>
<td>800-830</td>
</tr>
<tr>
<td>C+</td>
<td>770-790</td>
</tr>
<tr>
<td>C</td>
<td>740-760</td>
</tr>
<tr>
<td>C-</td>
<td>700-730</td>
</tr>
<tr>
<td>D+</td>
<td>670-690</td>
</tr>
<tr>
<td>D</td>
<td>640-660</td>
</tr>
<tr>
<td>D-</td>
<td>600-630</td>
</tr>
<tr>
<td>F</td>
<td>Below 600</td>
</tr>
</tbody>
</table>

Note: Conditional Composition (CC) grades will be given for written work does not meet course standards.

Description of Assignments:

Online Plagiarism Test (0% of final grade, however, no graded work will be accepted until this form is turned in): Take WCU’s Writing and Learning Commons online plagiarism self-test at [http://www.wcu.edu/11869.asp](http://www.wcu.edu/11869.asp), and submit an “Understanding Plagiarism” certificate. Due: Friday, January 20.

Primary Document Essays (30% total of final grade): You must write on a minimum of 2 of the 5 primary documents assigned as additional readings. You may choose to write EITHER two (2) papers for 15% each, OR you may write three (3) papers for 10% each. (The works by Che Guevara or Carolina Maria de Jesus are NOT part of this group. However, you should expect an essay question on these works to appear in your final exam.) The documents and prompt questions will be posted on Blackboard. On the days that they are due, please bring the readings or your notes on them to class as we will discuss them in detail. As a result, no late papers will be accepted.

General Paper Format and Guidelines:

- 3 full minimum – 4 pages maximum in length, double-spaced throughout with 1 inch margins
- Standard typetstyles and font sizes (Times New Roman or similar, font size 10 – 12)
- Stapled
- Proper citations, either footnote/endnote in Turabian or Chicago Manual style or parenthetical notes (format: author, title, page). See section on academic honesty above.
- To receive a grade, all papers must be submitted in hard copy, only. No exceptions!

Grades will be lowered on papers that do not follow formatting guidelines or do not include citations. Consult only the information associated with class, such as the textbook, class notes and discussion, and associated readings to assist you—no outside research.

All students are expected to read all documents, regardless of whether they write on them or not, and be prepared to respond to the prompt questions. Class activities and participation will evaluate whether or not students are keeping up with reading, and participation grades will reflect your effort.

Midterm Exam, Ancient World (20% of final grade): Your first exam covers the material on Mesopotamia, Egypt, Greece, and Rome addressed in class lectures, discussions, and readings, including the textbook. It will consist of 4 parts: map, timeline (from identification items), identification (who/what, where [civilization or general location], when [ballpark figure as discussed in class], and significance), and essay. It is NOT multiple choice.

Exam #2, Atlantic World (15% of final grade): Your second exam covers the material on the Atlantic world addressed in class lectures, discussions, and readings, including the textbook. It will consist of 2 parts: identification (who/what, where [general location], when [ballpark figure as discussed in class], and significance), and essay. It will NOT be multiple choice.
**Final Exam (25% of final grade):** The final exam will be cumulative and cover material discussed in readings, lectures, and discussions. It will be the same format as the midterm. You should also expect a cumulative essay question, as well as an essay question related to the supplementary readings.

### Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M, Jan 9</td>
<td>Welcome to HIST 107!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W, Jan 11</td>
<td>What makes a civilization?</td>
<td>Bulliet, Ch. 2 (Mesopotamia) pgs. 28-42</td>
</tr>
<tr>
<td></td>
<td>F, Jan 13</td>
<td>The Ancient World as the Foundations of the West:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-- Mesopotamia</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-- Egypt</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-- Greece</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-- Rome</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topics include:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Geography</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Trade</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Expansion of Territory</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Controlling the Empire</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sparta &amp; Athens</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>M, Jan 16</td>
<td>No Class --- Martin Luther King, Jr. Holiday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W, Jan 18</td>
<td>Bulliet, Ch. 2 (Egypt) pgs. 42-49 &amp; Ch. 4 (Egypt) pgs. 87-95</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F, Jan 20</td>
<td>Plagiarism Certificate due (no late submissions)</td>
<td><a href="http://www.wcu.edu/11869.asp">http://www.wcu.edu/11869.asp</a></td>
</tr>
<tr>
<td>3</td>
<td>M, Jan 23</td>
<td>Bulliet, Ch. 5 (Greece) pgs. 127 &amp; 135-159</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W, Jan 25</td>
<td>Primary document #1 of 5: Selections on Greek women;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F, Jan 27</td>
<td>Primary Doc #1 of 5: primary document analysis due.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bulliet, Ch. 6 (Rome) pgs. 160-178</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>M, Jan 30</td>
<td>Primary document #2 of 5: Selections on the Roman military</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W, Feb 1</td>
<td>Primary Doc #2 of 5: primary document analysis due.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F, Feb 3</td>
<td>Midterm Exam in class</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Mesopotamia, Egypt, Greece &amp; Rome)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>M, Feb 6</td>
<td>Bulliet, Ch. 9 (Islam) pgs. 253-273</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W, Feb 8</td>
<td>Primary document #3 of 5: Selections on Jews in Iberia;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F, Feb 10</td>
<td>Primary Doc #3 of 5: primary document analysis due.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>M, Feb 13</td>
<td>Bulliet, Ch. 12 (Peoples of the Americas) pgs. 338-350,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W, Feb 15</td>
<td>354-356, 360-365, Ch. 16 (Encounters with Europe), pgs. 479-485,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F, Feb 17</td>
<td>&amp; Ch. 18 (American Colonial Societies) pgs. 519 - 534</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>M, Feb 20</td>
<td>Bulliet, Ch. 19 (Atlantic System &amp; Africa)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W, Feb 22</td>
<td>Primary document analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F, Feb 24</td>
<td>No Class — Midterm Break</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>M, Feb 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>W, Feb 29</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F, Mar 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Mar 5</td>
<td>M</td>
<td>Primary document #4 of 5: Alexander Falconbridge, Selection from <em>An Account of the Slave Trade on the Coast of Africa</em></td>
<td></td>
</tr>
<tr>
<td>Mar 7</td>
<td>W</td>
<td>Bulliet, Ch. 22 (Revolutionary Changes) &amp; Ch. 24 (Nation Building and Economic Transformation)</td>
<td></td>
</tr>
<tr>
<td>Mar 9</td>
<td>F</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Primary Doc #4 of 5: primary document analysis due.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 12</td>
<td>M</td>
<td>Exam #2 in class (Atlantic World)</td>
</tr>
<tr>
<td>Mar 14</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td>Mar 16</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

**Primary Doc #5 of 5: Selections on the Cuban Revolution**

**Primary Doc #5 of 5: primary analysis due.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
</table>
| Mar 19 | M   | 20th Century Latin America
Topics include:
- Cuban Revolution
- Che on Revolution
- Modern Brazil
- Life in Latin America |
| Mar 21 | W   | Bulliet, Ch. 28 (New Imperialism: Latin Am.) pgs. 837-843 & Ch. 31 (Striving for Independence: Latin Am.) pgs. 907-908, 920-929; Start Guevara |
| Mar 23 | F   | Bulliet, Ch. 32 (Cold War) pgs. 934-941, 950-951, 954; Continue Guevara |

**Finish Guevara**

**Primary Doc #5 of 5: Selections on the Cuban Revolution**

**Primary Doc #5 of 5: primary analysis due.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 26</td>
<td>M</td>
<td>No Class – Spring Break</td>
</tr>
<tr>
<td>Mar 28</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td>Mar 30</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

**Summary & Review for Final Exam**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 2</td>
<td>M</td>
<td>Bulliet, Ch. 33 (End of Cold War) pgs. 965-971; Start de Jesus</td>
</tr>
<tr>
<td>Apr 4</td>
<td>W</td>
<td>Continue de Jesus</td>
</tr>
<tr>
<td>Apr 6</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>Apr 9</td>
<td>M</td>
<td>Continue de Jesus</td>
</tr>
<tr>
<td>Apr 11</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td>Apr 13</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>Apr 16</td>
<td>M</td>
<td>Continue de Jesus</td>
</tr>
<tr>
<td>Apr 18</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td>Apr 20</td>
<td>F</td>
<td>de Jesus due</td>
</tr>
<tr>
<td>Apr 23</td>
<td>M</td>
<td>TBA</td>
</tr>
<tr>
<td>Apr 25</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td>Apr 27</td>
<td>F</td>
<td>Summary &amp; Review for Final Exam</td>
</tr>
</tbody>
</table>

**Final Exam Date & Time:**

Section 1 (class held from 10:10 am -11:00 am, McKee 209): Wednesday, May 2  8:30-11:00 am

Section 2 (class held from 11:15 am – 12:05 pm, McKee 209): Monday, April 30  3:00 - 5:30pm
Course Objectives: This course is not a “survey course,” designed to cram your head full of facts about who won the presidential election of 1912 or what the Smoot-Hawley Tariff was all about. Instead, this class will introduce you to historical ways of thinking about and investigating the past. It will be heavily skills-based: how to take notes, read a text, analyze a primary source, ask critical questions, connect ideas, and explicate your own thinking about historical problems. We will focus on how Americans worked and played since the 1890s, paying attention to moments of conflict and change in both areas.

Course Design: Instead of lectures, most class time will be used for discussion, in putting things together, in analyzing new sources of information, and in thinking critically about the past. I expect that students will prepare by reading background information and other assigned work outside of class. In addition to the rental text, *Who Built America* (only using the 2d part of the thick textbook), we will read a novel, Upton Sinclair’s *The Jungle*, and *Fast Food Nation*, by Eric Schlosser. Both of these are supplemental books which you must buy.

Course Expectations: Since 20% of your grade comes from participation, it is essential that you attend class. I strongly encourage note-taking on all readings since I will permit you to use your notes on reading quizzes (you will not be allowed to use books you have highlighted). Reading quizzes and reading assignments count as part of class participation; students who are unprepared for class may be asked to leave. In addition to participation, 30% of your grade will come from 3 in-class exams (each worth 10%), 20% will come from two papers (on the supplementary books, each paper worth 10%), and 30% on a final examination.

Other General Rules: Silence and put away all cell phones. Have paper, writing utensils, and copies of all readings with you in class. Please don’t eat or chew tobacco in class (I don’t mind if you bring a beverage). Be polite to your classmates. Go to the bathroom before or after class. I do not give extra credit, with the exception of bonus points for group study on exams (more on that later). Late papers will be marked down a letter grade per day late, up to two days—after which I will not accept a later paper and you will receive a zero for the assignment.

On Electronic Sources: To keep costs down, I have used online sources where possible. These will be available through Blackboard. Please familiarize yourself with this system. For problems with Blackboard, there is a phone number on the log-in page for you to call. Despite my assorted godlike powers, I cannot fix electronic glitches.

Academic Honesty: Familiarize yourself with WCU’s academic honesty policy, found in your student handbook. Penalties for any form of academic dishonesty range from a zero on the assignment to a failing grade in the class, based on my assessment of the gravity of
the infraction. All violations of the academic honesty policy will be reported to the department head, who may recommend reporting to the college dean or the student affairs office for further action. It is the student’s responsibility to understand what constitutes cheating or plagiarism and to ask questions of the instructor should there be any lack of clarity.

**Disability Statement:** Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

**For Help:** I am available to discuss problems you encounter in this class during my office hours (see above), or at some mutually agreed-upon time. Try the Writing and Learning Commons for academic help, at [http://success.wcu.edu](http://success.wcu.edu), or 227-7197 for help with writing, 227-2273 for class tutoring. For support with your emotional well being, call the Counseling Center at 227-7469. For ordinary stresses and frustrations, I encourage you to join the fitness center.

Schedule: Note that page numbers from the textbook (abbreviated below as “WB” for “Who Built”) begin in the SECOND HALF of your enormous textbook. In other words, each of your books will have two pages labelled “180.” You want to begin reading at the second p. 180. If you find yourself reading about colonial America, you are in the wrong section of the book. This course begins in the 1880s and 1890s.

<table>
<thead>
<tr>
<th>DATE</th>
<th>READING</th>
<th>ASSIGNMENT (other than reading)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 23: Introduction</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Aug. 30: Progressive Era</td>
<td>WB, 203-217, plus article assigned Aug. 26 in class. Available on Blackboard.</td>
<td>One-paragraph article summary; be prepared to teach the article to someone who has not read it.</td>
</tr>
<tr>
<td>Sept. 1: Progressive Era Labor and Efforts at Reform</td>
<td>WB, 238-255</td>
<td></td>
</tr>
<tr>
<td>Sept. 6: Muckraking</td>
<td><em>The Jungle</em>, entire book</td>
<td>1st paper due in class and via email</td>
</tr>
<tr>
<td>Sept. 8: WWI</td>
<td>WB, 292-312. 1st exam questions available on</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
<td>Reading</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Sept. 13:</td>
<td>Roaring Twenties WB, 375-383; cartoon and worksheet will be</td>
<td></td>
</tr>
<tr>
<td></td>
<td>available on Blackboard.</td>
<td></td>
</tr>
<tr>
<td>Sept. 15:</td>
<td><strong>1st hour exam</strong> none</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sept. 22:</td>
<td>Great Depression WB, 390-416</td>
<td></td>
</tr>
<tr>
<td>Sept. 27:</td>
<td>New Deal WB, 419-439</td>
<td></td>
</tr>
<tr>
<td>Sept. 29:</td>
<td>New Deal WB, 444-449, 454-461</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 4:</td>
<td>Town Meeting: What To Do With the Homeless and Unemployed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read “Hooverville Documents,” on Blackboard. 2d hour exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>questions available on Blackboard.</td>
<td></td>
</tr>
<tr>
<td>Oct. 6:</td>
<td>WWII WB, 517-536.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 11:</td>
<td><strong>2d hour exam</strong> None</td>
<td></td>
</tr>
<tr>
<td>Oct. 13</td>
<td>FALL BREAK NO CLASS</td>
<td></td>
</tr>
<tr>
<td>Oct 18</td>
<td>FALL BREAK NO CLASS</td>
<td></td>
</tr>
<tr>
<td>DATE</td>
<td>READING</td>
<td>ASSIGNMENT (other than reading)</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Oct. 20: Women, War, and Work</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Oct. 25: Cold War</td>
<td>WB, 567-578, plus assigned readings from “Living Under a Mushroom Cloud,” on Blackboard</td>
<td>Be prepared to teach what you read in “Living Under a Mushroom Cloud” to someone who hasn’t read it.</td>
</tr>
<tr>
<td>Oct. 27: Children and Youth in the Fifties</td>
<td>WB, 581-598 + YouTube episode of the TV show assigned in class Oct. 25.</td>
<td>Fifties Family Analysis worksheet, available on Blackboard</td>
</tr>
<tr>
<td>Nov. 1: Early Civil Rights</td>
<td>WB, 614-626. 3(^{rd}) hour exam questions available on Blackboard.</td>
<td>Reading quiz</td>
</tr>
<tr>
<td>Nov. 3: Town Meeting: Rights and Power</td>
<td>WB, 636-637, 658-671, plus assigned readings on Blackboard</td>
<td>Sum up goals, purposes of your assigned movement and why you support or oppose it (written from assigned point of view)</td>
</tr>
<tr>
<td>Nov. 8: 3(^{rd}) hour exam</td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>Nov. 10: Leisure in the 70s</td>
<td>Memories of the 70s, on Blackboard</td>
<td>Look for similarities and differences in the memoir; look for things not recalled or perhaps not experienced (not to be turned in)</td>
</tr>
<tr>
<td>Nov. 15: Economic Transitions in the 80s</td>
<td>WB, 682-695</td>
<td></td>
</tr>
<tr>
<td>Nov. 17: Political Transitions as Well</td>
<td>WB, 707-723</td>
<td>Reading quiz</td>
</tr>
<tr>
<td>Nov. 22: Work Worlds</td>
<td><em>Fast Food Nation</em>, entire book</td>
<td>2(^{nd}) paper due, in class and via email</td>
</tr>
<tr>
<td>Nov. 24</td>
<td>THANKSGIVING</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>Nov. 29: The Nineties</td>
<td>WB, 741-746, 747-761 (skip poem in middle)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Details</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Dec. 1: 9/11</td>
<td>Read any ten stories from the September 11 Digital Archive. URL and instructions available on Blackboard.</td>
<td>2-page essay, following instructions on Blackboard.</td>
</tr>
<tr>
<td>Dec. 6: Today’s World/review</td>
<td>Bring a news story from today that reflects the themes of this class: Work, play, race, class, gender. The more themes, the better.</td>
<td></td>
</tr>
<tr>
<td>Dec. 9: <strong>Makeup exams; no class for other students</strong></td>
<td>none</td>
<td></td>
</tr>
<tr>
<td>(tba)</td>
<td>FINAL EXAM</td>
<td></td>
</tr>
</tbody>
</table>
HIST 141
Turning Points in American History

Instructor: Alex Macaulay  
email: macaulay@wcu.edu  
Office: 204A McKee  
Phone Number: 227-3497

Office Hours: Thursday 9-11 AM,  
Wednesday 2-5 PM,  
and by appointment

Required Texts:  
Richard Wright, *Black Boy*  
Susan Douglas, *Where the Girls Are*  
*Who Built America: Working People and the Nation’s History*

READ AND REFER TO THIS SYLLABUS FREQUENTLY THROUGHOUT THE SEMESTER. I DID NOT PRINT OUT 38 COPIES OF IT BECAUSE I HAVE AN IRRATIONAL HATRED OF TREES. THIS SYLLABUS WILL ANSWER MOST QUESTIONS YOU WILL HAVE ABOUT COURSE CONTENT AND EXPECTATIONS. IT CONTAINS INFORMATION ON LECTURE TOPICS, ASSIGNED READINGS, GRADE BREAKDOWNS, AND, MOST IMPORTANTLY, DUE DATES AS WELL AS SUGGESTIONS FOR YOUR PAPERS.

Course Description: This course is designed to provide a broad overview of US history from the end of the Civil War to the present. Through lectures, discussions, readings, and music, we will piece together how almost a century and a half of conflict, compromise, protest, and repression have helped some, hurt others, and shaped the world we live in today. The majority of the stories you will hear and the experiences you will learn about will come from the “bottom-up,” meaning we will focus on the lives and struggles of ordinary Americans rather than the careers and machinations of politicians and other public figures. That is not to say that traditionally defined politics will not come up in our discussions, merely that we will pay less attention to the “decision makers” and more attention to the impetuses behind and consequences of these decisions. Finally, by focusing on several key turning points in our nation’s history we will uncover how shifting and often conflicting definitions of “freedom” have been used to justify inclusion and exclusion, to grant and deny equality.

Course Requirements and Expectations:

ATTENDANCE: You are required to attend class and this will factor into your overall participation grade. You can miss four (4) classes without a penalty. With the exception of emergencies and university-related functions (sports, choir, etc), I make no distinction between “excused” and “unexcused” absences. Among other things, this means that I don’t need or want to see doctor’s notes, parent’s notes, arrest warrants, or other judicial/legal ephemera. Every absence after five will result in 10% of your semester grade being deducted per missed class. If you accumulate nine (9) absences, I will assume that I have been
successful in my efforts to run you off, and unless you drop the class, you will receive a failing grade.

CLASS PARTICIPATION: Your active participation in class will be crucial to determining how well and (just as importantly) how quickly this semester goes. The bulk of what you will be tested on will come from lectures and in-class discussions so come to class ready to learn and contribute. Studies show that students learn 90% more and are 85% happier when they engage in class discussions, ask questions, debate one another, share ideas, bring their professor food, etc. Obviously, I made both those statistics up, but it has been my personal experience that classes run much more smoothly and effectively whenever the class participates. I will do my best to spark your interest, but you will need to do your part as well by speaking up and paying attention. Please pay particular attention to the dates set aside specifically for discussions of the outside reading materials. The assigned works were chosen to spark spirited (yet civil) debate upon a variety of topics and issues. Remember, your participation grade depends upon the quality, not just the quantity of your contributions to the class. Although I have my doubts, as of right now, I still hold to the belief that there is no such thing as a bad question.

Course Assignments and Grades:

1. You will take two midterms and a final exam. All three tests will be a mix of identification and essay questions. Missed examinations may be made up only with the instructor’s permission, after presentation of an acceptable written or printed excuse, official or otherwise, not generated by the student. Unexcused absences for examinations will result in the student’s receiving a grade of zero on the examination in question.

2. You will take a series of unannounced short answer quizzes based on the reading assignment for that particular class.

3. You will turn in two short (2 to 3 page) reviews of Black Boy and Where the Girls Are. A word of caution here - PROOFREAD your papers before turning them in to me. A paper full of grammatical errors and sentences lacking verbs, subjects, or vowels indicates to me that this was a hastily thrown together work that you didn’t take seriously. College football is underway, so I have plenty of other things I would rather be doing than grading papers. If I feel you didn’t put forth a solid effort, your grade will reflect my anger and frustration.

4. I accept late papers, but they are marked down one letter grade for each DAY (not class) that they are late.

5. I will not accept papers over email. Technology in general tends to baffle me, but I have a particular mistrust of the internet. Every semester, students claim to have sent me papers that I have yet to receive. I don’t know if this means that those papers are floating in the ether above us, waiting to arrive in my mailbox decades after you’ve graduated and I’ve retired, but I don’t want to take that risk.
6. Along these same lines, I discourage you from using the internet when writing your papers. Not only is much of the information out there unreliable, but it can also lead to plagiarism which is a very serious offense. If you do use an outside source for your papers, you must cite it and put quotation marks around statements or lines that are in someone else’s words and not yours. Below you will find WCU’s Academic Integrity Policy as it appears in the Undergraduate Catalog.

“Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process.

Violations of the Academic Integrity Policy include:

**Cheating** - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

**Fabrication** – Creating and/or falsifying information or citation in any academic exercise.

**Plagiarism** - Representing the words or ideas of someone else as one’s own in any academic exercise.

**Facilitation** - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination).

7. The grade breakdown for the course is:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>40% (20% each)</td>
</tr>
<tr>
<td>Midterms</td>
<td>30% (15% each)</td>
</tr>
<tr>
<td>Quizzes</td>
<td>5%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.
**Course Schedule:** You are expected to have COMPLETED the readings by the day they are listed on the syllabus

August 22 – Introduction

August 24 – “Been in the Storm So Long”: The Experiences of Freed People in War and Reconstruction

August 26 – “The Unfinished Revolution”: Reconstruction Part II

**READINGS:** Class Handout - Thomas Nast Cartoons

August 29– The Age of Capital, 1877-1914

August 31 – “How the Other Half Lives”: Immigration, Industrialization, and Urbanization

**READINGS:** Browse Jacob Riis Photos at http://xroads.virginia.edu/~MA01/Davis/photography/images/riisphotos/slideshow1.html

September 2 – “Fight like a gentleman . . . if you can”: Work and Play in Industrial America

September 5 – NO CLASS

September 7 - Discussion of Class Handout “Establishing a Philosophy for American Labor”

September 9 – “Raising Less Corn and More Hell”: The Populist Moment

**READINGS:** Class Handout - The Populist Party Platform (1892)

September 12 – “Strange Fruit”: Jim Crow and Life in the “New South”

**READINGS:** Class Handouts – Booker T. Washington, “The Atlanta Exposition Address” (1895); W.E.B. DuBois, “Booker T. Washington and Others” (1903)

September 14 – Discussion of Black Boy

**FIRST BOOK MEMO DUE**

**Paper Topic:** Jim Crow segregation is often viewed as a set of codified laws designed to keep southern blacks and whites physically separate. What do Richard Wright’s experiences tell us about the broader social, political, economic and cultural ramifications of this system? How did Jim Crow factor into the most intimate behaviors and decisions of blacks and whites in the South and the North?

September 16 – “The Search For Order”: Progressivism and World War I
September 19– “The Perils of Prosperity”: America in the 1920s

**READINGS:** Class Handouts – Excerpt from “The New Woman” by Shelia Kaye-Smith; “Guarding the Gates Against Undesirables”; Excerpt from “Our New Nordic Immigration Policy” by Senator Reed; “The Klansman’s Manual 1925”; Excerpt from Frederick Lewis Allen, *Only Yesterday*; Alva Taylor, “What the Klan Did in Indiana”

September 21– CRASH!: The Causes of the Great Depression

September 23 – Hard Times: Life in the Great Depression

September 26 – FIRST MIDTERM

September 28 – “A New Deal for America”: The Roosevelts and the First New Deal

**READINGS:** Letters to Eleanor Roosevelt at [http://newdeal.feri.org/eleanor/](http://newdeal.feri.org/eleanor/)

September 30 – The Voice of Southern Labor

October 5– The New Deal Part II

October 7– Scottsboro: Reconstructing a National Tragedy

**READINGS:** Class handout on Scottsboro

October 10 – The Great Depression and New Deal in history and memory

**READINGS:** Browse through the images found at: [http://www.archives.gov/exhibits/new_deal_for_the_arts/index.html](http://www.archives.gov/exhibits/new_deal_for_the_arts/index.html)

October 12 – NO CLASS

October 14 – NO CLASS

October 17 – NO CLASS

October 19 – “The Best War Ever”: World War II at Home and Abroad

October 21 – The Origins of the Cold War, 1945-1950

**READINGS:** Class Handouts – The Atlantic Charter (1941);
The Truman Doctrine (1947);
George Kennan’s “Long Telegram” (1947)

October 24 – “Better Dead than Red”: The Culture of the Cold War

October 28 – Disneyland and the “American Century”

October 31 – SECOND MIDTERM
November 2 – NO CLASS. GO GET ADVICE

November 4 – The Seeds of Dissent: Youth Culture in the 1950s

November 7 – “Little Boxes” and the Problem That Has No Name
**READINGS:** Class Handout - *The Feminine Mystique* (1963)

November 9 – Discussion of *Where the Girls Are*

**Paper Topic:** How convincing are Douglas’ sources? What are the advantages and disadvantages of making an argument based on pop culture references? Which examples worked best for you? Which examples seemed weaker?

November 11 – “Woke Up This Morning With Freedom On My Mind”: The Civil Rights Movement, 1945-1965

November 14 – “Local People”: Mississippi Freedom and Fannie Lou Hamer

**READINGS:** Class handout – The Black Panther Party Platform (1966)

November 16 – Assessing the Civil Rights Movement

November 18 – “Waist Deep in the Big Muddy”: Vietnam

November 21 – “Who Spoke Up?”: The Vietnam Anti-War Movement

November 23 – NO CLASS

November 25 – NO CLASS

November 28 – “Do Not Fold, Bend, Mutilate or Spindle”: Student Protest and Rebellion
**READINGS:** Class Handout – The Port Huron Statement (1962)

November 30 – From Haight to Hate: The Counterculture

December 2 – The End of Prosperity

December 5 – It’s Morning in America

December 7 – “It Ain’t Gonna Be Purdy”: Globalization, Boston Market and the New World Order

December 9 – Review for the Exam
As a history course in the liberal studies program, this course is designed to:

- introduce students to a distinctive body of knowledge in the discipline of history and to the tools of historical inquiry that shape and define it.
- locate people and events in space and time, explaining change and continuity, and the diversity of forces shaping events, institutions, and value systems.
- offer sufficient content breadth to convey an understanding of development over time and of sufficient depth to illustrate the complexity of forces that mold events. Students will be engaged in the experience of interpreting the record of the past and drawing their own conclusions.

**Liberal Studies Objectives**

This course is a Liberal Studies course. The learning goals of the Liberal Studies Program are for students to:

- Demonstrate the ability to locate, analyze, synthesize, and evaluate information;
- Demonstrate the ability to interpret and use numerical, written, oral and visual data;
- Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
- Demonstrate the ability to critically analyze arguments; demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being;
- Demonstrate an understanding of
  - Past human experiences and ability to relate them to the present;
  - Different contemporary cultures and their interrelationships;
  - Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity; scientific concepts and methods as well as contemporary issues in science and technology;
  - Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding.

**Perspective Courses**

This course is a Perspectives course. The primary goals of the Perspectives courses are:

- To promote love of learning and to cultivate an active interest in the Liberal Studies;
- To build on the Core's foundation through practice and refinement of areas of academic emphasis;
- To provide students with a broadened world view and knowledge base;
- To provide experiences in the arts, humanities, and social sciences from which connections between disciplines can be revealed;
- To provide an introduction to the challenges of living in a global society;
- To create opportunities for reflection on values, and for discussing differences in values in a critical yet tolerant manner;
- To afford opportunities to make career or disciplinary choices.

In addition, each Perspectives course will be expected to include emphasis on one or more of the following:

- Critical analysis of arguments
- Oral communication
- Service learning
- Moral reflection
- Cultural diversity
- Any other creative but defensible area of intellectual development that a discipline wants to focus on, and that the program chooses to adopt.
Instructor: Dr. Jessie Swigger  
Term: Fall 2011  
Time: 11:15-12:05  
Location: McKee 214  
Email: jswigger@email.wcu.edu  
Phone: 227-2692  
Office: 221B McKee  
Office Hours: M 2-4; TR 10-12

**Turning Points in American History**  
**Cities on a Hill?: The Urban Project in America**  
**HIST 141-04**

“For we must consider that we shall be as a City upon a Hill, the eyes of all people are upon us.”  
—John Winthrop (1630)

**Rental Text:**  

Consult this text if you have a weaker background in American history and/or feel you need more information.

**Required Supplemental Texts:**  

**What is this Course About?**  
This course is not a survey of America’s history. Instead, we will examine, as the title of the course suggests, “turning points” in our past. To focus our discussion, we will study several American cities. We will consider why and how the populations of cities grew and identify the reasons for their decline in the post-World War II era. Because the economic, social, political, and cultural problems, trends, and shifts that shaped the nation as a whole often occurred in the urban setting first, the city is a powerful lens through which to examine our nation’s dynamic history.

**What will I learn in this course?**  
Ideally, after completing this course you will have an understanding of how and why America’s society, economy, and culture changed during the late nineteenth and twentieth century. You will also understand the historical discipline. You will be able to identify and analyze both primary and secondary sources. You will also develop critical reading and writing skills that will help you to succeed not only in this class, but in other courses at the university.
As a Liberal Studies course our broader learning goals are to:

- Demonstrate the ability to locate, analyze, synthesize, and evaluate information;
- Demonstrate the ability to interpret and use numerical, written, oral, and visual data;
- Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
- Demonstrate the ability to critically analyze arguments;
- Demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being;
- Demonstrate an understanding of:
  - Past human experiences and ability to relate them to the present;
  - Different contemporary cultures and their interrelationships;
  - Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity;
  - Scientific concepts and methods as well as contemporary issues in science and technology;
  - Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding;
- Demonstrate an excitement for and love of learning

How do I Contact You?
The best way to reach me is during my office hours or through email. I check email often and throughout the day until about 9pm M-F. Please use this address: jswigger@wcu.edu rather than the email system provided through Blackboard. If you can’t come to my office hours, just let me know and we’ll set up a time to meet that works for both of us.

What Else Will I Need?
- Paper to take notes.
- 1-6 blue books (depending on your handwriting) for the three exams.
- Bring notes you take on the readings and when needed, the texts for the class.

Course Format:
This course consists of a mix of lecture and class discussion.

Grading:
- Class Participation and Decorum (150 points)
  - Students who come to class on time, stay in class for the duration, who treat their classmates and me with respect, and who are not only physically but mentally present [i.e. not texting] will be rewarded.
  - I do not allow laptops in the classroom.
  - More than 3 unexcused absences will result in 0 points for participation. Illnesses documented with a doctor’s note from the University Health Center, absences for athletic events, and other university approved events will be excused.
  - If you do miss class, come see me in office hours or get the information from a classmate.
  - Make-up exams: If you cannot take either of the first two exams, you will complete them during the final exam. No make-up exam for the final.
  - Late Assignments: I do not accept late assignments. Assignments are due IN CLASS on the day they are due in HARD COPY form unless you have a doctor’s note or other university excused absence.
- Reading Quizzes (10 quizzes; 150 points)
  You will complete 10 reading quizzes during the semester (15 points each/100 points total). These quizzes will be short answer and consist of 3 questions each.
- 3 Exams (500 points)
  Three Exams (Exam 1 and 2 = 150 points each; Exam 3 = 200 points). For Exams 1 and 2: You will identify 5 of 7 important terms we’ve discussed (50 points). You will also complete an essay in which you draw on the readings and lectures (100 points).
For Exam 3 you will identify 8 of 10 important terms we’ve discussed (80 points). You will also complete an essay in which you draw on the readings and lectures (120 points).

- **Book Reviews (100 points each/200 points)**
  We will read three books and you will write book reviews for two of them (100 points each/200 points total). You can preview the assignments by reading the grading rubrics at the end of the syllabus.

- **Extra Credit (25 points)**
  For each written assignment you will receive comments from me. Revise one of your written assignments using these comments. Turn in the original assignment, my grading rubric, and the revised assignment during the last day of class and receive up to 25 extra credit points.

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Quizzes</td>
<td></td>
</tr>
<tr>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Book Review 1</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>A = 940-1000</td>
</tr>
<tr>
<td>Book Review 2</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>A- = 900-939</td>
</tr>
<tr>
<td>Exam One</td>
<td></td>
</tr>
<tr>
<td>150</td>
<td>B+ = 870-899</td>
</tr>
<tr>
<td>Exam Two</td>
<td></td>
</tr>
<tr>
<td>150</td>
<td>B- = 840-869</td>
</tr>
<tr>
<td>Exam Three</td>
<td></td>
</tr>
<tr>
<td>200</td>
<td>C+ = 770-799</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
</tr>
<tr>
<td>150</td>
<td>C = 740-769</td>
</tr>
<tr>
<td></td>
<td>C- = 700-739</td>
</tr>
<tr>
<td></td>
<td>D+ = 670-699</td>
</tr>
<tr>
<td></td>
<td>D = 640-669</td>
</tr>
<tr>
<td></td>
<td>D- = 600-639</td>
</tr>
<tr>
<td></td>
<td>F = Below 600</td>
</tr>
</tbody>
</table>

Letter grades will be assigned according to the following:

**Grading and Quality Point System**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points per Semester Hour</th>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
<td>I</td>
<td>Incomplete</td>
<td>--</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
<td>IP</td>
<td>In Progress</td>
<td>--</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.33</td>
<td>S</td>
<td>Satisfactory</td>
<td>--</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>3.0</td>
<td>U</td>
<td>Unsatisfactory</td>
<td>--</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>2.67</td>
<td>W</td>
<td>Withdrawal</td>
<td>--</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.33</td>
<td>AU</td>
<td>Audit</td>
<td>--</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.0</td>
<td>NC</td>
<td>No Credit</td>
<td>--</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td></td>
<td>.67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* See Graduate Catalog for the graduate level grading system.

The grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F indicate gradations in quality from Excellent to Failure. Please note that a C- grade is less than satisfactory and many not meet particular program and/or course requirements.
Composition-Condition Marks. A student whose written work in any course fails to meet acceptable standards will be assigned a composition-condition (CC) mark by the instructor on the final grade report. All undergraduates who receive two CC grades prior to the semester in which they complete 110 hours at Western Carolina University are so notified by the registrar and are required to pass English 300 or English 401 before they will be eligible for graduation. This course must be taken within two semesters of receiving the second CC and must be passed with a grade of C (2.0) or better. Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.

Accommodations for Students with Disabilities:
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office's website: http://www.wcu.edu/12789.asp

Statement on Academic Integrity (including plagiarism):
Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. Cheating—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. Fabrication—Intentional falsification of information or citation in an academic exercise.

c. Plagiarism—Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.

d. Facilitation of Academic Dishonesty—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head, and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction.

My policy:
First case of plagiarism: 0 for the assignment
Second case: F in the course

For more information on the University’s Academic Honesty Policy please see the student handbook.

Where to Get Help:
If you have questions or concerns, PLEASE come to my office hours or schedule an appointment. I’m here to help you!! You can also go to the Catamount Academic Tutoring Center; you can make an appointment online. The Writing Center is also an excellent resource. They are located in Hunter 161, or you can call to make an appointment at 227-7197.
UNIT ONE: Chicago (1886-1912)

WEEK ONE
Monday, Aug. 22
  Introduction to the Course
  Assignment (see Blackboard under Content)
  John Winthrop’s “City on a Hill”
  Selection from Thomas Jefferson on Politics and Government

Wednesday, Aug. 24
  Perspectives on the City
  **Reading Quiz 1 over the syllabus**
  Assignment
  Amusing the Million 1-28

Friday, Aug. 26
  Chicago: The Haymarket Riot
  Assignment
  Amusing the Million 29-56

WEEK TWO
Monday, Aug. 29
  Chicago: The 1893 World’s Fair
  Assignment (Blackboard under Content)
  Selection from Upton Sinclair’s The Jungle (1906)

Wednesday, Aug. 31
  Chicago: Regulating the Jungle
  Assignment
  Amusing the Million 57-86

Friday, Sept. 2
  **Reading Quiz 2 Jefferson-Amusing and Discussion**
  Chicago: Hull House
  Assignment (Blackboard under Content)
  Historic Pullman Foundation Web Site (read Town and History)

WEEK THREE
Monday, Sept. 5
  Labor Day Holiday [No Class]

Wednesday, Sept. 7
  Chicago: The Town of Pullman
  Assignment
  Finish Amusing the Million
Friday, Sept. 9
Discussion of *Amusing the Million*
Discussion of Book Review Option 1
Assignment
Book Review Option 1: *Amusing the Million*

UNIT TWO: New York (1913-1924)
WEEK FOUR
Monday, Sept. 12
New York: Mabel Dodge’s Salon
Book Review of *Amusing the Million* Due
Assignment
Begin *Arc of Justice*. Prologue and Ch. 1

Wednesday, Sept. 14
New York: The Armory Show
Assignment
*Arc of Justice*. Ch. 2–4

Friday, Sept. 16
Reading Quiz 3 and Discussion of *Arc of Justice*
Quiz over Prologue and Chapters 1–2
New York: The Patterson Strike Pageant
Assignment
*Arc of Justice*. Ch. 5

WEEK FIVE
Monday, Sept. 19
New York: Protesting World War I
Assignment
*Arc of Justice*. Ch. 6

Wednesday, Sept. 21
New York: Flappers, Speakeasies, and the Harlem Renaissance
Assignment
Study

Friday, Sept. 23
Exam One
Assignment
*Arc of Justice*. Ch. 7–9

UNIT THREE: Detroit and Flint (1925-1943)
WEEK SIX
Monday, Sept. 26
Detroit: Diego Rivera in Detroit
Assignment
*Arc of Justice*. Ch. 10
Wednesday, Sept. 28
Detroit: The Ford Hunger March
Assignment
Finish *Arc of Justice*

Friday, Sept. 30
**Reading Quiz 4 and Discussion**
Assignment
Finish *Arc of Justice*

WEEK SEVEN
Monday, Oct. 3
**Book Review of Arc of Justice Due**
Flint: The Flint Strike
Film: *With Babies and Banners*
Assignment
Finish *Arc of Justice*

Wednesday, Oct. 5
Detroit: Battle of the Overpass
Assignment
Finish *Arc of Justice*

Friday, Oct. 7
Detroit: Arsenal of Democracy?
Assignment
Begin *At Berkeley in the Sixties*. Prologue-Ch. 4

UNIT FOUR: Los Angeles (1943-64)
WEEK EIGHT
Monday, Oct. 10
Los Angeles: The Zoot Suit Riots
Assignment
*At Berkeley in the Sixties*. Ch. 5-9

Wednesday, Oct. 12
**Reading Quiz 5 over Ch. 1-4**
Los Angeles: Disneyland and a New Metropolis
Assignment
*At Berkeley in the Sixties*. Ch. 10-20

Friday, Oct. 14 [Fall Break; No Class]

WEEK NINE
Monday, Oct. 17 [Fall Break; No Class]

Wednesday, Oct. 19
Los Angeles: The Goldwater Campaign
Assignment
*At Berkeley in the Sixties*. Ch. 21-24
Friday, Oct. 21
Los Angeles: The Goldwater Campaign Part II
Assignment
*At Berkeley in the Sixties.* Ch. 25-29

UNIT FIVE San Francisco (1964-1979)
WEEK TEN
Monday, Oct. 24
**Exam Two**
Assignment
*At Berkeley in the Sixties.* Ch. 30-34

Wednesday, Oct. 26
San Francisco: The Free Speech Movement
Assignment
*At Berkeley in the Sixties.* Recommended reading Ch. 35-39

Friday, Oct. 29
San Francisco: Summer of Love
Assignment
*At Berkeley in the Sixties.* Ch. 40-44

WEEK ELEVEN
Monday, Oct. 28
**Reading Quiz 6 over Ch. 5-20**
San Francisco: People’s Park and the Black Panthers
Assignment
Finish *At Berkeley in the Sixties*

Wednesday, Nov. 2
NO CLASS Advising Day

Friday, Nov. 4
**Reading Quiz 7 over Ch. 21-30**
San Francisco: The Black Panthers
Assignment
Book Review Option Three: *At Berkeley in the Sixties*

UNIT SIX The Urban Crisis (1960-1980)
WEEK TWELVE
Monday, Nov. 7
New York and Urban Renewal
Assignment
Read the court case *Brown vs. Board of Education of Topeka Kansas*

Wednesday, Nov. 9
Atlanta Exceptionalism?
Assignment (Blackboard under Web Links)
Read the court case *Swann vs. Charlotte-Mecklenberg Board of Education*
Friday, Nov. 11

*Berkeley in the Sixties* Book Review Option 2 Due
- Charlotte and Busing
- Assignment (Blackboard under Content)
- Boston Against Busing

WEEK THIRTEEN

Monday, Nov. 14
- Boston and Busing
- Assignment (Blackboard under Content)
  "The Kerner Commission Predicts 'Two Societies'"

Wednesday, Nov. 16
- Detroit and the City-Suburb Divide
- Assignment (Blackboard under Content)
  Proposition 13

Friday, Nov. 18

**Reading Quiz 8** *Brown through Proposition 13*
- Los Angeles and Proposition 13
- Assignment (Blackboard under Content)
  Interview with historian Hal Rothman on the economy in Las Vegas

WEEK FOURTEEN

Monday, Nov. 21
- Las Vegas: What Happened in Vegas?
- Assignment
  Read *The Rise and Fall of Steve Jobs*

Wednesday, Nov. 23 [*Thanksgiving Holiday; No Class*]

Friday, Nov. 25 [*Thanksgiving Holiday; No Class*]

UNIT SEVEN: Sunbelt Cities and Silicon Valley [*1981-2008*]
WEEK FIFTEEN

Monday, Nov. 28
- San Francisco and Seattle: Apple vs. Microsoft
- Assignment (Blackboard under Content)
  Read Starbucks articles

Wednesday, Nov. 30
- Seattle: Starbucks
- Assignment (Blackboard under Content)
  Read Enron Articles

Friday, Dec. 2
- Houston and Los Angeles: Deregulating the City
**Reading Quiz 9** Hal Rothman through Starbucks
- Assignment (Blackboard under Content)
  Listen to *This American Life* episode “The Giant Pool of Money”
WEEK SIXTEEN

Monday, Dec. 5
   Wall Street Ruins Main Street: The 2008 Financial Collapse
   Assignment (Blackboard under Content)
   Miami 21

Wednesday, Dec. 7
   Miami 21: New Urbanism
   Assignment (Blackboard under Content)
   Study

Friday, Dec. 9
   Reading Quiz 10 Enron through “The Giant Pool”
   Review

Final Exam: Wednesday, December 12, 3:00-5:30
**Book Review Grading Rubric [100 points total]**

| Format (10 points): |  
|--------------------|---
| 1) 12 point Times New Roman Font |  
| 2) Double space |  
| 3) 4-5 pages |  

| Thesis (20 points): |  
|-------------------|---
| 1) Identify and assess the validity of the author’s main argument. |  

| Analysis of the text (40 points): |  
|----------------------------------|---
| 1) Identify and assess the author’s use of evidence to support his main argument. What are the author’s best examples and why? What are the author’s weakest examples and why? |  

| Organization and Clarity (20 points) |  
|-------------------------------------|---
| 1) Paragraphs are organized and include transitions between ideas. |  
| 2) Transitions between paragraphs. |  
| 3) Grammar/Spell check |  

| Footnotes and Correct Citation (10 points) |  
|--------------------------------------------|---
| 1) Chicago Manual of Style Documentation |  
| 2) You should cite all direct quotes and paraphrases from the text. |  

HIST 141-03
TURNING POINTS IN AMERICAN HISTORY

MWF 10:10-11am
McKee 208

Dr. Andrew Denson
McKee 203B
denson@email.wcu.edu
828-227-3867

Office Hours: MWF 3-5pm, or by appointment

Objectives

Welcome to "Turning Points," a course satisfying the history (P3) component of WCU's liberal studies program. This is not a survey of U. S. history, so the goal will not be to memorize vast amounts of historical data. Rather, it is a course that uses American history to cultivate students' skills at critical thinking and problem solving. P3 courses have the following objectives:

- To introduce students to a distinctive body of knowledge in the discipline of history and to the tools of historical inquiry that shape and define it
- To locate people and events in space and time, explaining change and continuity, and the diversity of forces shaping events, institutions, and value systems
- To present content of sufficient breadth to convey an understanding of development over time and of sufficient depth to illustrate the complexity of forces that mold events
- To allow students to engage in the experience of interpreting the record of the past and drawing their own conclusions.

Readings

Christopher Clark, et al., Who Built America? Working People in the Nation's History (third edition) - this is the rental text. We will be using the first half of Who Built America, so if you received two volumes from the bookstore, you may return volume two.

In addition to the text, we will frequently use supplemental readings available as PDFs through WebCat. These are required readings.

Readings must be completed before the assigned class period. Some assignments are heavier than others, so be sure to look ahead and leave adequate time for reading. You should bring the material in question (or your notes on it) to class.

Class Format

This course emphasizes discussion and small-group work. I will lecture occasionally, but most of the time the students will be doing the talking. Many class activities will involve small group work. We will form these small groups toward the start of the semester.
I have broken the semester into five units, each of which includes a short-answer test on the textbook reading, followed by individual and group tasks. The tests will be given toward the start of the units. The idea here is to have you learn the basic content (the main facts and big themes) at the beginning, so that you can then apply that content to writing, discussion, and group work. You will take each test twice, first as an individual and then, immediately following, as part of your group. Individual and group tests will be weighted equally. This model allows group members to help one another master the basic content, while still rewarding individual learning.

Once the tests are completed, we will turn to discussion and analysis. In each unit, students will complete two or three tasks – in-class exercises, short writing assignments, or analyses of documents – as well as participate in more open-ended discussion.

This format requires and rewards consistent effort. No one task should prove overwhelming. If you keep up with your work and remain engaged, you will do well (and you will become a better thinker, too).

**Participation**

As the format explanation above suggests, you must be an active participant in class if you are going to succeed. You must keep up with the reading and come to our meetings ready to discuss the material assigned. I keep notes on student participation, and I will assign grades for participation twice during the course of the semester, as indicated in the schedule below. Participation grades will take into account in-class writing and exercises not otherwise assessed.

**Attendance**

You must attend every class. Failure to attend will result in my lowering your participation grade substantially. This will, in turn, prevent you from earning a decent grade for the semester. If you must be absent, you should inform me ahead of time.

**Tests – Content Learning**

The content tests will consist of five "identification" questions (worth one point each) and five short-answer questions (worth three points each). In an identification question, I give you a personal name, event, or term from the reading, and you identify it with a short phrase. The short-answer questions will address a point from the reading. You will answer each with one or two complete sentences.

I will review the questions immediately following the completion of the group test (or the next class, if we run out of time). You will have an opportunity to challenge particular answers.

**Unit Assignments – Critical Thinking and Problem Solving**

Each of the units will end with a written assignment or exercise. Two of these assignments will take the form of traditional essays. The others will involve group work. For each of these tasks, I will post a detailed assignment sheet and grading criteria on WebCat.
Final Exam - Synthesis and Reflection

The course will end with a take-home exam consisting of short essays designed to encourage students to draw connections among the various units and topics and to reflect upon the material they have encountered over the semester. On the day indicated in the schedule below, I will hand out a list of three or four broad essay questions. Students will write essays answering two of these. Students will have one week to complete this assignment.

Peer Evaluation

At the end of the semester, you will have a chance to evaluate the other members of your group, and these evaluations will factor into the semester grades.

Grades

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Content Tests</td>
<td>20 pts each (100 total)</td>
</tr>
<tr>
<td>Group Content Tests</td>
<td>20 pts each (100 total)</td>
</tr>
<tr>
<td>Take-home Final</td>
<td>100 pts</td>
</tr>
<tr>
<td>Unit Assignments</td>
<td>50 pts each (250 total)</td>
</tr>
<tr>
<td>Participation</td>
<td>100 pts</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>50 pts</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>700 pts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ (98-100%)</td>
<td>685-700</td>
</tr>
<tr>
<td>A (93-97%)</td>
<td>645-684</td>
</tr>
<tr>
<td>A- (90-92%)</td>
<td>630-644</td>
</tr>
<tr>
<td>B+ (88-89%)</td>
<td>615-629</td>
</tr>
<tr>
<td>B (83-87%)</td>
<td>575-614</td>
</tr>
<tr>
<td>B- (80-82%)</td>
<td>560-574</td>
</tr>
<tr>
<td>C+ (78-79%)</td>
<td>505-544</td>
</tr>
<tr>
<td>C (73-77%)</td>
<td>490-504</td>
</tr>
<tr>
<td>D+ (68-69%)</td>
<td>475-489</td>
</tr>
<tr>
<td>D (63-67%)</td>
<td>435-474</td>
</tr>
<tr>
<td>D- (60-62%)</td>
<td>420-434</td>
</tr>
<tr>
<td>C (73-77%)</td>
<td>490-504</td>
</tr>
<tr>
<td>B (83-87%)</td>
<td>575-614</td>
</tr>
<tr>
<td>B+ (88-89%)</td>
<td>615-629</td>
</tr>
<tr>
<td>A+ (98-100%)</td>
<td>685-700</td>
</tr>
</tbody>
</table>

Seeking Help Promptly

If you find yourself falling behind or feeling overwhelmed, please seek help promptly. Often, students wait to find assistance until it is too late to avoid a poor grade. Schedule a meeting with me, come by during office hours, or contact one of the academic support offices, such as the writing center (227-7197) or the tutoring center (227-2274). You may also want to consider contacting the counseling center (227-7469).

Mobile Phones, Texting, etc.

All mobile phones and other electronic communication devices must remain off during class. If your phone becomes a nuisance to me, I will lower your participation grade. If trouble persists, I will ask you to withdraw from the class. And don't text in class. I can usually see you doing it, and it makes you look really stupid. You are welcome to bring a laptop computer (especially now that the university lacks the money for paper), but you must not use it for any purpose other than class activities during class time. If you violate this policy, I will lower your participation grade substantially.
Accommodations for Students with Disabilities

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office’s website: http://www.wcu.edu/12789.asp

Academic Honesty

Western Carolina University, a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes the following:

A. Cheating. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
B. Fabrication. Falsification or invention of information or citation in an academic exercise.
C. Plagiarism. Representing the words or ideas of someone else as one’s own in an academic exercise.
D. Facilitation of Academic Dishonesty. Helping or attempting to help someone else to commit an act of academic dishonesty, such as allowing another to copy information during an examination or other academic exercise.

(Source: 2010-11 Undergraduate Catalog, catalog.wcu.edu)

If I find you have cheated or plagiarized, I will give you an F for the course (you will not be able to withdraw). I will also report the violation to university administrators for further action.

Semester Schedule

(WBA = Who Built America?)

Aug 23 Course Introduction
Aug 25 Discussion: Historical Actors, Historical Change
Aug 27 Warm-up Exercise: Decoding a Famous Event
Reading: Boston Massacre documents (WebCat)

I. ENCOUNTERS IN THE NEW WORLD

Aug 30 Background: New Worlds
Sep 1 *Content Test 1 (on WBA, chap 1)*
Sep 3 Exercise: Contact Scenarios

Sep 6 NO CLASS (LABOR DAY)
Sep 8 Background: Tsenacommacah
Reading: Helen Rountree, Pocahontas's People, 1-28 (WebCat);

Sep 10 Exercise: Powhatan and Jamestown, pt. 1
Sep 13  Exercise: Powhatan and Jamestown, pt. 2
Sep 15  From Tsenacommacah to Virginia
Sep 17  *Short Essay Due*

II. REVOLUTIONS

Sep 20  Background: Toward the Revolution
Sep 22  Background: Rights and Liberty
Sep 24  Exercise: Preparation for Content Test 2
Sep 27  *Content Test Two (WBA, chaps 4 and 5)*
Sep 29  Exercise: Loyalties I
        Reading: "Jonathan Sewall and John Adams" and accompanying documents (WebCat)

Oct 1   Exercise: Loyalties II

Oct 4   Discussion: Building a Republican Society
Oct 6   Exercise: Revolution and Slavery
        Reading: Joseph Ellis, "The Silence" (WebCat)
Oct 8   Work on Group Projects

*Participation Grades Posted to WebCat*

III. AMERICAN SLAVERY

Oct 11  *Group Project Due*
Oct 13  Background: Antebellum Slavery
Oct 15  FALL BREAK
Oct 18  FALL BREAK
Oct 20  *Content Test 3 (WBA, chap 6)*
Oct 22  Slavery Sources, pt. 1
        Reading: Image gallery (WebCat)
Oct 25  Slavery Sources, pt. 2
        Reading: Escaped Slave Narratives (WebCat)
Oct 27  Slavery Sources, pt. 3
        Reading: WPA narratives (WebCat)
Oct 29  Writing Workshop

Nov 1   Background: Market Revolution
        *Short Essay Due*
Nov 3   NO CLASS - ADVISING DAY
Nov 5   NO CLASS

IV. SOCIAL CHANGE AND REFORM

Nov 8   Background: Religious Revivals
Nov 10  *Content Test 4 (WBA, 7 and 8)*
Nov 12  Exercise: Confronting Antebellum Poverty

Nov 15  Exercise: Labor in a Changing Economy
Reading: Antebellum Workers' Documents (WebCat)
Nov 17 Discussion: Utopian Experiments
Reading: Utopia Documents (WebCat)
Nov 19 Work on Group Project
Nov 22 *Group Projects Due*
Nov 24 THANKSGIVING
Nov 26 THANKSGIVING

V. SECTIONAL CRISIS

Nov 29 Background: Divisions
Dec 1 Content Test 5 (WBA, chaps 9 and 10)
Dec 3 Discussion: The Slavery Debate
Reading: Pro- and Anti-Slavery Documents (WebCat)
Dec 6 Discussion: Attempted Resolutions
Reading: Sectional Crisis Documents (WebCat)
Dec 8 *Sectional Crisis Dialogs Due*
*Final Exam questions distributed*
Dec 10 Make-up Day (all make-up tests taken during this meeting;
students not required to take make-up tests are excused)

*FINAL EXAM ESSAYS DUE BEFORE 6PM, DEC 15*
** As this is a course on the history of crime in America, some of its content will detail violence and violent acts that may be deemed offensive

**Info**
Professor: Hunt Boulware  
Office: 204B, McKee  
Office Hours: MWF 9-10; 12:15-1:15, and by appointment  
Email: hboulware@email.wcu.edu  
Phone: (828) 414-1681

**Required Readings**
Head, Tom and Wolcott, David, *Crime and Punishment in America*  

Douglass, John, *The Anatomy of Motive*  

Pileggi, Nicholas, *Wiseguy: Life in a Mafia Family*  

**Selected readings**

**Grading**

Attendance/Participation (10%)  
Since nearly all of our meetings will include discussion, it is imperative that you come to class and evaluate the material beforehand in order to be successful in this course. As such, your attendance/participation grade is directly tied to your being in class AND taking part.

Quizzes (15%)  
Quizzes will be assigned, and given as needed. There will be NO make-ups for quizzes. I will drop your lowest quiz grade.

Papers (25%)  
You will write two papers. See below for assignment and guidelines.

Midterm (25%)  
Test materials will come from class discussions/lectures and required readings. Make-up tests are intended for students with a written medical excuse. If you miss a test for a medical reason, you MUST have a written excuse from a doctor to makeup the test.

Final Exam (25%)  
Test materials will come from class discussions/lectures and required readings. Make-up tests are intended for students with a written medical excuse. If you miss a test for a medical reason, you MUST have a written excuse from a doctor to makeup the test.
Schedule

Week 1 (Jan 10-14)  
Introduction: What is crime?

Background reading: Wolcott, Crime and Punishment: Introduction (pp. vii-xiii)

M: Introduction; Syllabus
W: Crime and criminality
F: Crime and locality

Week 2 (Jan 17-21)  
Introduction: What is Crime

Background reading: Wolcott, Crime and Punishment: Introduction (pp. vii-xiii)

M: NO CLASS
W: Crime and criminality
F: Crime and locality

Week 3 (Jan 24-28)  
England: The Roots of Crime in America


M: Crime in Antiquity Perceptions of Crime around the World; Jan van Dijk, “Criminal Victimization in International Perspective (pp. 12-21) (Webcat)
“Crimes tried at the Old Bailey”; “Trial Procedures”; “Judges and Juries”
F: “Trail Verdicts”; “Punishments at the Old Bailey”

Week 4 (Jan 31-Feb 4)  
Crime in Early America

Background reading: Wolcott, Crime and Punishment: Chapters 1-4 (pp. 1-57)

M: Anthony Vaver, “Arthur Nottool’s Escape” (Webcat);
Wolcott, Crime and Punishment, 1. Excerpts from the Massachusetts Body of Liberties; Excerpts from Maryland Public Morality Codes (p. 296)
W: Tyler Boulware, “A Dangerous Sett of Horse-Thieves and Vagrants: Outlaws of the Southern Frontier during the Revolutionary Era” (Webcat)
**PAPER 1 DUE
F: Prisons and Punishment

Week 5 (Feb 7-11)  
The “Wild” West: Outlaws and Lawmen

Background reading: Wolcott, Crime and Punishment: Chapters 6 (pp. 100-120)

M: Stuart Traub, “Rewards, Bounty Hunting, and Criminal Justice
In the West, 1865-1900” (Webcat)
W: Outlaws and lawmen
F: Shootout at the O.K. Corral; Gary Roberts, “The Wells Spicer Decision, 1881” (Webcat)

Week 6 (Feb 14-18)  
Gangs of New York: The Rise of Urban Crime

Background reading: Wolcott, Crime and Punishment: Chapters 7 (pp. 121-144)

M: The Five Points
W: Maurice Low, “Tammany Hall: Its Boss, its Method, and its Meaning” (Webcat)
F: Gangs of New York

Week 7 (Feb 21-25)  
Prohibition Era: Bootleggers and G-Men

Background reading: Wolcott, Crime and Punishment: Chapters 8 (pp. 145-169)

M: The Noble Experiment
W: Midterm
F: Elliot Ness and the Untouchables

Week 8 (Feb 28-Mar 4)  
Spring Break

NO CLASS

Week 9 (Mar 7-11)  
Prohibition Era: Bootleggers and G-Men

Background reading: Wolcott, Crime and Punishment: Chapters 8 (pp. 145-169)

M: Virgil W. Peterson, “Chicago: Shades of Capone” (Webcat)
W: Crime Commissions
F: No Class

Week 10 (Mar 14-18)  
The Mafia: Origins

M: Nicholas Pileggi, Wiseguy: Life in a Mafia Family
W: Pileggi, Wiseguy
F: Pileggi, Wiseguy

Week 11 (Mar 21-25)  
The Mafia: The Five Families

Background reading: Pileggi, Wiseguy:

**PAPER 2 DUE**
W: The Five Families
F: The Five Families

**Week 12 (Mar 28-Apr 1) Espionage**

W: Behind enemy lines: War spies
F: Cold War spies: Pete Earley, “CIA Traitor: Aldrich Ames” (Webcat); Adrian Havill, “Robert Hanssen: The Spy who Stayed out in the Cold” (Webcat)

**Week 13 (Apr 4-8) Crimes of the Century**

M: *Case Study*: Jack the Ripper; Marilyn Bardsley, *The Case of Jack the Ripper* (Webcat)
Background reading: [http://www.casebook.org/intro.html](http://www.casebook.org/intro.html)
W: *Case Study*: Leopold and Loeb; Douglass Linder, “The Leopold and Loeb Trial” (Webcat)
Background Reading: [http://www.law.umkc.edu/faculty/projects/ftrials/leoploeb/leopold.htm](http://www.law.umkc.edu/faculty/projects/ftrials/leoploeb/leopold.htm)
F: *Case Study*: The Assassination of JFK. *Case File, The Assassination of JFK* (Webcat)

**Week 14 (Apr 11-15) Killers: Serial, Spree, and Mass**

M: John Douglass, *The Anatomy of Motive*
W: Douglass, *Anatomy of Motive*
F: Douglass, *Anatomy of Motive*

**Week 15 (Apr 18-22) Killers: Serial, Spree, and Mass**

M: Douglass, *Anatomy of Motive*
W: NO CLASS
F: NO CLASS

**Week 16 (Apr 25-29) White Collar Crime**

M: Jane McGrath, “White Collar Crime” (Webcat)
W: PonziS, Pyramids, and other schemes
F: Review
Guidelines for Papers

Your will write 2 papers in this course. All papers must be typed, double-spaced and stapled (standard font and margins). Papers must be at least 3 pages. Late papers will be penalized 1 letter grade per day late. **Hard copy only.**

**PAPER 1**

*Tyler Boulware,* “A Dangerous Sett of Horse-Thieves and Vagrants: Outlaws of the Southern Frontier during the Revolutionary Era” (Webcat). Identify Boulware’s primary thesis and key ideas that support his central argument. **(3 PAGES)**

**PAPER 2**

*James B. Jacobs and Ellen Peters,* “Labor Racketeering: The Mafia and the Unions” (Webcat). Identify Jacob’s and Peters’ primary thesis and key ideas that support their central argument. **(3 PAGES)**

**Papers will be graded on the following criteria:**
1. clarity of writing (grammar, essay organization, etc.)
2. use of sources to defend your answers (number and quality of evidence)
3. development of answers; sophistication of response
[Note: I am not interested in your opinions. I am interested in your arguments and the defense of these arguments using evidence from the documents and essays.]

**Other**

My door is always open, so lease contact at any point with any questions or issues you might have.

**Important:** Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716, lalexis@wcu.edu or 144 Killian Annex.

**Email:** You will need to access your school email frequently, or link it to your email client (Entourage, Outlook), as this is the email by which I will contact you.

**Extra credit:** Persons wishing to earn extra points toward their final grade (one point per paper, two points maximum) can visit an historical site relevant to our class (e.g. Kings Mountain battlefield, Drayton Hall Plantation) and then submit a photo of you at that venue **AND** a 4 page paper (double spaced) on why you visited the site, its historical importance, and why you think the preservation of these types of places is important/not important.
**Academic Dishonesty:** This is a fancy term for cheating. DO NOT CHEAT. I will strictly enforce the University’s policy as outlined below. Any students caught cheating, or plagiarizing, will suffer the consequences of their actions by receiving an F for the assignment in question, foremost, and whatever further action the department deems necessary. I would strongly advise you NOT to cut and paste from the internet for any written work, as this form of cheating is particularly easy to catch.

**Academic Honesty Policy**
Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. **Cheating**—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. **Fabrication**—Intentional falsification of information or citation in an academic exercise.

c. **Plagiarism**—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.

d. **Facilitation of Academic Dishonesty**—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head, and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction.

**Attendance policy:**

I follow the universities guidelines for attendance. See:

http://www.wcu.edu/WebFiles/PDFs/ClassAttendancePolicy_IV_Revised_3-20-08.pdf

If you miss more than 5 classes, your final grade will be reduced by one-half letter per absence thereafter. **University excused absences do not count against you.**
Instructor: Dr. Jessie Swigger  
Term: Fall, 2009  
Time: 12:35-1:50 TR  
Location: McKee 208  

Email: jsizzer@email.wcu.edu  
Phone: 227-2692  
Office: 221B McKee  
Office Hours: M and W 11AM- 2PM  

Turning Points in American History  
Place and American Identity  
HIST 141-07  

Rental Text:  

Required Supplemental Texts:  

How do I Contact You?  
The best way to reach me is during my office hours or through email. I check email often and throughout the day until about 9pm M-F. Please use this address: jsizzer@email.wcu.edu rather than the email system provided through Web Cat. If you can’t come to my office hours, just let me know and we’ll set up a time to meet that works for both of us.  

What Else Will I Need?  
- Paper to take notes for the class.  
- 1-6 blue books (depending on your handwriting) for the three exams.  
- Bring books to class; this course is based primarily on the readings.  

What is this Course About?  
This course is not a survey of America’s history. Instead, we will examine, as the title of the course suggests, “turning points” in our past. We will consider the idea of place and regional identity in the United States and ask whether you conceive of yourself as an American depends not only when you are but *where* you are. We will also contemplate whether race relationships, gender roles, and class conflicts were different depending on the place. Finally, we will ask whether the significance of place in shaping American identity has changed over time due to mass media, popular culture, and the Internet. We will study three places: New England, the South, and the West.
What will I learn in this course?
To answer the questions posed in this course, we will use a variety of methods aimed at developing your reading, writing, and analytical skills, that will help you to not only succeed in this class, but other courses that you will take at this university. Ideally, you will leave this class with a greater understanding of how America’s society, economy, and culture changed during the twentieth century, and a set of academic skills you can apply in a variety of settings. Our specific course goals are to:

- Be able to identify and use sources from across the disciplines as historical evidence.
- Create and present arguments based on historical evidence
- Read, write, and speak critically

As a Liberal Studies course our broader learning goals are to:

- Demonstrate the ability to locate, analyze, synthesize, and evaluate information;
- Demonstrate the ability to interpret and use numerical, written, oral, and visual data;
- Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
- Demonstrate the ability to critically analyze arguments;
- Demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being;
- Demonstrate an understanding of
  - Past human experiences and ability to relate them to the present;
  - Different contemporary cultures and their interrelationships;
  - Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity;
  - Scientific concepts and methods as well as contemporary issues in science and technology;
  - Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding.
- Demonstrate an excitement for and love of learning

Course Format:
This course consists of a mix of lecture and class discussion.

Class Participation and Decorum (150 points)
FAILURE TO MEET THE REQUIREMENTS BELOW WILL BE REFLECTED IN YOUR PARTICIPATION GRADE. AT THE COMPLETION OF EACH UNIT, I WILL PROVIDE YOU WITH A BRIEF PROGRESS REPORT ON YOUR PARTICIPATION/DECORUM

- Participate: complete the in-class assignments and be a part of the class discussion.
  According to University Policy, you may miss up to THREE class periods before your grade drops a letter. I take attendance each day; if you miss more than three classes your grade will drop one letter. If you are a University athlete or have other excused
absences please contact me as soon as possible; I have arranged for you to complete alternative assignments to the reading quizzes.

- Arrive on time to class and REMAIN IN CLASS FOR THE DURATION of the class period. That means, for example: USE THE RESTROOM BEFORE CLASS. It is too distracting for people to leave during the class.

- If you need to turn a paper or assignment in but cannot come to class, put the assignment in my mailbox in the History Department office. I will check my box and as long as the assignment is in my box by 5pm the day it is due, I will accept it.

- If you do miss class, it is your responsibility to get the notes for class. You have two options. Come see me in office hours or get the information from a classmate.

- When we are working in groups, discuss the material at hand.

- Turn off your cell phone.

- Do not bring laptops to class. It is too tempting to surf the web and chat online—I know I would!

- **Make-up exams:** If you cannot take the first two exams, there will be a make-up exam offered the Monday after the exam at 11AM. You will be asked different, harder questions. No make-up exam for the final.

- **Missed Reading Quizzes:** There will not be any make-ups for the reading quizzes unless you have an excused absence from the university. If you miss a quiz, I recommend that you complete the Extra Credit assignment.

- **Late Papers:** Assignments must be completed and turned in by 5pm the day they are due. Otherwise, students will be docked 30 points per day. So, a paper due Wednesday will be docked 60 points if turned in on Friday. I will not accept assignments more than two days late.

**Course Evaluation [based on a 1000 point scale]**

- **Three Exams (150 points each/450 points total):** You will identify 5 of 7 important terms we’ve discussed. You will also complete an essay in which you draw on the readings we’ve completed.

- **Three Source Analyses (100 points each/300 total):** Three times during the semester you will be asked to complete an analysis of one of the primary sources we have read. You will write a 3-4 page analysis of the source based on the grading rubric at the end of the syllabus. You will turn in the analysis the next class period.

- **Five Reading Quizzes (20 points each/100 points total):** You will be asked 4 multiple choice questions based on the readings. HINT: You can use your notes.

- **Class Participation and Decorum (150 points):** See above

- **EXTRA CREDIT (40 points):** Revise one of your source analyses and turn it in on the last day of class. You must include your original source analysis and grading rubric or I will not accept it.
<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source Analysis 1</td>
<td>A = 940-1000</td>
</tr>
<tr>
<td>Source Analysis 2</td>
<td>A- = 900-939</td>
</tr>
<tr>
<td>Source Analysis 3</td>
<td>B+ = 870-899</td>
</tr>
<tr>
<td>Exam One</td>
<td>B = 840-869</td>
</tr>
<tr>
<td>Exam Two</td>
<td>B- = 800-839</td>
</tr>
<tr>
<td>Exam Three</td>
<td>C+ = 770-799</td>
</tr>
<tr>
<td>Participation</td>
<td>C = 740-769</td>
</tr>
<tr>
<td>Reading Quiz 1</td>
<td>C- = 700-739</td>
</tr>
<tr>
<td>Reading Quiz 2</td>
<td>D+ = 670-699</td>
</tr>
<tr>
<td>Reading Quiz 3</td>
<td>D = 640-669</td>
</tr>
<tr>
<td>Reading Quiz 4</td>
<td>D- = 600-639</td>
</tr>
<tr>
<td>Reading Quiz 5</td>
<td>F = Below 600</td>
</tr>
</tbody>
</table>
Letter grades will be assigned according to the following:

Grading and Quality Point System*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points per Semester Hour</th>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
<td>I</td>
<td>Incomplete</td>
<td>--</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
<td>IP</td>
<td>In Progress</td>
<td>--</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.33</td>
<td>S</td>
<td>Satisfactory</td>
<td>--</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.0</td>
<td>U</td>
<td>Unsatisfactory</td>
<td>--</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
<td>W</td>
<td>Withdrawal</td>
<td>--</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.33</td>
<td>AU</td>
<td>Audit</td>
<td>--</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.0</td>
<td>NC</td>
<td>No Credit</td>
<td>--</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>Poor</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* See Graduate Catalog for the graduate level grading system.

The grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F indicate gradations in quality from Excellent to Failure. Please note that a C- grade is less than satisfactory and many not meet particular program and/or course requirements.

Composition-Condition Marks. A student whose written work in any course fails to meet acceptable standards will be assigned a composition-condition (CC) mark by the instructor on the final grade report. All undergraduates who receive two CC grades prior to the semester in which they complete 110 hours at Western Carolina University are so notified by the registrar and are required to pass English 300 or English 401 before they will be eligible for graduation. This course must be taken within two semesters of receiving the second CC and must be passed with a grade of C (2.0) or better.

Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.

Statement on Accommodations for students with disabilities:
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

Statement on Academic Integrity (including plagiarism):
Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. **Cheating**—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. **Fabrication**—Intentional falsification of information or citation in an academic exercise.

c. **Plagiarism**—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.

d. **Facilitation of Academic Dishonesty**—Intentionally or knowingly helping
or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head, and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction.

**My policy:**
First case of plagiarism: 0 for the assignment
Second case: F in the course

For more information on the University’s Academic Honesty Policy Please see the student handbook.

**Where to Get Help:**
If you have questions or concerns, PLEASE come to my office hours or schedule an appointment. I’m here to help you!!

You can also go to the Catamount Academic Tutoring Center; you can make an appointment online.

The Writing Center is also an excellent resource. They are located in Hunter 161, or you can call to make an appointment at 227-7197.
COURSE SCHEDULE
**This schedule is subject to change based on student’s needs**

UNIT ONE: New England (1890-1925)
Tuesday, August 25
   Introduction to the Course and Unit One: New England
   Reading Assignment:
   WBA: Chapter 4
Thursday, August 27
   Civilizing the New American: Frederick Law Olmstead and Central Park
   Reading Assignment:

WEEK TWO
Tuesday, September 1
   The City and the Immigrant: the Tenement House
   Reading Quiz #1 (10 points)
   Reading Assignment:
   Charlotte Perkins Gilman’s “The Yellow Wallpaper” (1899). Available Online. For instructions see WebCat under Web Links.
Thursday, September 3
   Separate Spheres: The Home and the Bar
   Reading Assignment:
   WBA Chapter 5

WEEK THREE
Tuesday, September 8
   A Counterculture: Reds, Bohemians, and Greenwich Village
   Reading Assignment:
Thursday, September 10
   New England and a New Mass Culture: Coney Island
   Source Analysis #1 Announced (100 points)

WEEK FOUR
Tuesday, September 15
   Source Analysis #1 Due
   New England and a New Mass Culture: the Amusement Park
   Reading Assignment:
   F. Scott Fitzgerald, “Bernice Bobs Her Hair” (also see WebCat) http://www.sc.edu/fitzgerald/bernice/bernice.html
Thursday, September 17
   New Women and Men: The Lost Generation
   Reading Assignment:
   WBA Chapter 6
WEEK FIVE
Tuesday, September 22
Review
Thursday, September 24
Exam One
Reading Assignment:
Oxford Book, from Ellen Glasgow’s The Deliverance, p. 238 and from Margaret Mitchell’s Gone with the Wind, p. 255

UNIT TWO: The South (1925-1968)
Tuesday, September 29
Southern Womanhood: The Plantation
Participation Progress Report
Reading Assignment:
WBA Chapter 7 (p. 336-352)
Thursday, October 1
The Scopes Trial: Dayton, TN
Reading Quiz #2
Reading Assignment:
WBA Chapter 7 (p. 353-end)
Oxford Reader, Lee Smith, from Oral History
Oxford Reader, James Agee, from Now Let Us Praise Famous Men

WEEK SEVEN
Tuesday, October 6
The Great Depression and the South: The Tenant Farm
Reading Assignment:
WBA, Chapter 8
Oxford Reader, Zora Neale Hurston, from Their Eyes Were Watching God
Oxford Reader, Ralph Ellison, from Invisible Man
Oxford Reader, Lillian Smith, from Killers of the Dream

Thursday, October 8 [FALL BREAK]

WEEK EIGHT
Tuesday, October 13 [FALL BREAK]

Thursday, October 15
African Americans in the South: Segregated Spaces
Mid Semester Evaluations
Reading Quiz #3
Reading Assignment:
WBA Chapter 10

WEEK NINE
Tuesday, October 20
World War II and Mobile, Alabama
Reading Assignment:
Oxford Reader, Martin Luther King Jr., “Why We Can’t Wait”
Thursday, October 22
   From Little Rock to Ole Miss: The Civil Rights Movement Begins
   Source Analysis #2 Announced (100 points)

WEEK TEN
Tuesday October 27
   SNCC: Greensboro, NC and Freedom Rides
   Source Analysis #2 Due
   Reading Assignment:
   Oxford Reader, Alice Walker from Meridian

Thursday October 29
   Alabama, SNCC, and Black Power
   Reading Assignment:
   WBA Chapter 12 (p. 614-636)

WEEK ELEVEN
Tuesday, November 3
   Review
Thursday, November 5
   Exam Two

UNIT THREE (The West: 1960-2000)
Tuesday, November 10
   The New Left: Berkeley and the Free Speech Movement
   Participation Progress Report for Unit 2
   Reading Assignment:
   Didion, Preface-“Comrade Laski, C.P.U.S.A. (M-L)
Thursday, November 12
   Organizing the O.C.: Barry Goldwater’s Presidential Campaign
   Reading Assignment:
   WBA Chapter 11 p. 580-603
   Didion, “7000 Romaine, Los Angeles 38” through “Marrying Absurd”

WEEK THIRTEEN
Tuesday, November 17
   New Right or New Left?: Ronald Reagan vs. Berkeley
   Reading Quiz #4
   Reading Assignment:
   Didion, “Slouching Towards Bethlehem”
Thursday, November 19
   Summer of Love: Haight-Ashbury and the Counter Culture
   Reading Assignment:
   WBA Chapter 12 p. 637-End
   Didion, “On Keeping a Notebook” through “I Can’t Get That Monster out of My Mind”

WEEK FOURTEEN
Tuesday November 24
1968

Reading Quiz #5

Reading Assignment:
Didion, “On Morality” through End of Didion
WBA Chapter 13

Thursday November 26 [THANKSGIVING]

WEEK FIFTEEN
Tuesday, December 1
The New Right Goes National: Ronald Reagan’s Presidencies
Reading Assignment:
WBA Chapter 14 (p. 734-760)

Thursday, December 3
Starbucks and Microsoft: Seattle and the New American Economy
Source Analysis #3 Announced (100 Points)

WEEK SIXTEEN
Tuesday, December 8
What Happened in Vegas? The New Las Vegas
Begin Enron: The West, and Deregulation
Source Analysis #3 Due
Reading Assignment
WBA Chapter 14 (p. 761-End)

Thursday, December 11
Finish Enron: The West, and Deregulation
Participation Progress Report for Unit 3
Review
SOURCE ANALYSES

WRITE 3-4 PAGES and answer the following questions (Your thesis statement should summarize your thoughts about these two questions)

How can we use this source to discuss the historical period and region which we are studying? Does it support or challenge what we have read in other documents?

Thesis Statement (10 points)
Content (60 points):
In your paper address the following:
1) What kind of source is this? Short story, newspaper article, journalistic essay?
2) Who is the author? What do we know about them? Can we trust them? Why or why not?
3) What evidence does the author use?
4) Do you find that evidence credible? Why or why not?
5) Support your argument with SPECIFIC EXAMPLES

Correct Footnotes and Citations within the Text and a Bibliography (10 points):
Use the Chicago Manual of Style
Underline or Italicize all titles

Organization/Grammar/Spelling (20 points):
Each paragraph should have a topic sentence, and each paragraph should end with a sentence which transitions to the next paragraph. Look for run-on sentences and sentence fragments. Check the spelling in your document.
HIST 141-50: TURNING POINTS IN AMERICAN HISTORY
Spring Semester 2012
CRN 12091
Distance Learning

Course Goals:
• To help students acquire an appreciation for the history of the diverse populations that forged the United States and to understand the concept of “historical agency.”
• To understand particular events and trends in that are viewed as important turning points in American history.
• To consider the development of national identity and the debates over which groups to include as citizens.
• To recognize and understand primary and secondary source materials.
• To develop reading/discussion habits that will bring enjoyment and enlightenment and to encourage critical thinking.

Student Requirements:
Students are to participate in class discussion boards regularly, keep up with reading materials and turn all assignments in on time. It is impossible to derive full benefit from this class without regular and active reading and discussion participation.

Required Texts:
Federal Writers’ Project, North Carolina Slave Narratives: A Folk History of Slavery in North Carolina. ISBN 1557090203 (Applewood Books). Available as an E-book at WCU Hunter Library (Link provided) or you can order a hard and abridged copy from WCU Bookstore or an independent bookseller.
Timothy Tyson, Blood Done Sign My Name.

In addition, students will be responsible for all class hand-outs, extra-readings, films, and lectures.

Grades:

<table>
<thead>
<tr>
<th>Class Requirement</th>
<th>Points Available</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Group Participation</td>
<td>100</td>
<td>Accumulative</td>
</tr>
<tr>
<td>Reading Tests (4 @ 50pnts ea.)</td>
<td>200</td>
<td>See Schedule</td>
</tr>
<tr>
<td>Tests (5 @ 40pnts. ea.)</td>
<td>200</td>
<td>See Schedule</td>
</tr>
<tr>
<td>Historical Roots Project</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>(Subject)</td>
<td>(20)</td>
<td>Jan. 25</td>
</tr>
<tr>
<td>(Bibliography)</td>
<td>(80)</td>
<td>Feb. 17</td>
</tr>
<tr>
<td>(Written paper)</td>
<td>(200)</td>
<td>April 24</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
<td>April 23-27</td>
</tr>
</tbody>
</table>

1000-900 = A
899-800 = B
799-700 = C
699-600 = D
599-0 = F

Tests: will be multiple choice, true/false, and essay. The final will focus on material since the last test.

Reading Quizzes:
Four reading quizzes will be given at the beginning of class throughout the semester. Each short quiz will focus only on the assigned book reading. Each will entail answering multiple choice and/or True/False
questions to demonstrate that you conscientiously read the material. Thus it is important to be prepared by doing the readings. The four reading tests together will count for 200 points.

**Historical Roots of Modern Issues Project:**

You will choose a modern-day issue and discuss its historical roots as it relates to U.S. history. Your sources should include at least one primary source and four secondary sources that I have approved. Each project must be a 6-page, 12-point font, double-spaced analysis. (This means at least six full pages with standard margins.) All projects are due on or before Tues, April 24. These typed papers are worth 200 points each and must include:

1) Title of Project, Author’s Name, HIST 141-50, and Date (single spaced and NO COVER PAGE).
2) Include introduction, main body of text, and conclusion.
3) BE SURE to PLACE the modern issue into historical context.
   a. Answer why this issue is important to Americans today (leave out personal moral judgments and politics). This is NOT A POSITION PAPER!

**Bibliography:** You must use and cite at least four secondary sources and one primary source. Wikipedia or other such online sources are not acceptable. BOOKS, if possible, and not articles or website info, should be the majority of your secondary sources. Use Turabian or Chicago Manual of Style for your footnotes and citations or parenthetical reference if you are not a history major or minor. Do not wait until a week before this is due or you will have trouble. See Class Schedule for due dates for subject choice (worth 20 points), bibliography list (worth 80 points), and paper (worth 200 points). I will NOT accept late work. SO WATCH YOUR DUE DATES. Remember: Plagiarism will get you an automatic F. If you do not understand what this is, contact me.

**Discussion Boards:**

Participation grade will count for 100 points for the semester. Of course, this means that participating in the discussion boards and interacting with your fellow classmates. THIS IS your participation grade. Questions will not necessarily have concrete right or wrong answers but will be designed to encourage students to critically think. The mere passing of comments is not enough. Seriously engage the questions and comments by your classmates. The class will respect all opinions expressed. In addition, you should be fully prepared for book discussions. If you are late with the discussions you cannot interact with the rest of the class and this will jeopardize your chances of receiving maximum scoring for entries.

**E-Mail and Telephone Communications**

WCU e-mail will be our official form of communication. It is imperative that students regularly check their e-mail accounts for communications about the course. Use HIST 141-50 as your subject heading to prevent deletion.

**Special Accommodations**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or lalexis@wcu.edu. You may also visit the office’s website: [http://wcu.disability.wcu.edu](http://wcu.disability.wcu.edu).

**Academic Honesty**

Academic dishonesty is a serious offense. Cheating, forged excuses, or plagiarism will result in disciplinary action, which can range from a lowered grade to failing the course. Students should become familiar with
the policies regarding academic dishonesty by going online at 
http://catalog.wcu.edu/content.php?catoid=10&navoid=143#honestypolicy, which includes:

A. Cheating. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
B. Fabrication. Falsification or invention of information or citation in an academic exercise.
C. Plagiarism. Representing the words or ideas of someone else as one's own in an academic exercise.
D. Facilitation of Academic Dishonesty. Helping or attempting to help someone else to commit an act of academic dishonesty, such as allowing another to copy information during an examination or other academic exercise.

It is very important to understand plagiarism when working on any writing assignment. I will gladly assist any student who is unclear about what constitutes plagiarism.

**Withdrawal**
The last date students are allowed to withdraw from courses without penalty is March 21, 2012.

**Make-Up Examinations**
1. Only students with university excused absences will be allowed to take make-up exams.
2. The following are considered excused absences: illness of the student, serious illness or death of a student's immediate family member, participation in University-sponsored activities (with appropriate official notification no later than one week after the absence), religious holidays, military orders to report for duty, subpoena for court appearances or other special circumstances. In the event you miss an exam, you must present a copy of a written cause of absence, including the phone number of the appropriate person for me to contact in order to verify the information provided. I will keep a copy.
3. It is the responsibility of the student to provide written verification of excused absence as well as to contact me to arrange a make-up exam. I will not contact you regarding missed work.
4. As a general rule, make-up tests must be taken within two weeks of the missed date.

**Other Deadlines**
Except for exceptional circumstances or excused absence as listed above, there are NO EXTENSIONS on deadlines for papers and other required coursework. Any changes made by the instructor take precedence over the schedule as listed below.

**LECTURE AND READING SCHEDULE**

**Module One**
1/9 Introduction
1/9-1/13 A Meeting of Three "Old" Worlds and the creation of the "New" World.

*Book: BEGIN READING NC SLAVE NARRATIVES*

**Module Two**
Mon. 1/16 MARTIN LUTHER KING JR. DAY-NO CLASSES
1/17-1/20 The French and Indian War (Seven Years War)

**Module Three**
1/23-1/27 DUE on Wed. 1/25 by 5 p.m.: PROJECT SUBJECT (worth 20 pnts.) Revolution, the Constitution, and the People
DUE by Mon. 1/30 by 5 p.m.: READING QUIZ #1: NC Slave Narratives (first half)
Book Discussion: NC Slave Narratives: Part I
DUE no later than Mon. 1/30 by 5 p.m.: TEST #1 (Modules 1-3)
Module Four  
1/30-2/3  
Sectionalism, the Spread of Slavery, and the Crisis of Southern Society

Module Five  
2/6-2/10  
Expansion, Slavery, and Conflict  
DUE by Mon. Feb. 13 by 5 p.m.: READING QUIZ #2: Rest of NC Slave Narratives  
Book Discussion: NC Slave Narratives: Part II  
EXTRA CREDIT DUE no later than Mon. Feb. 13 by 5 p.m.: Secession Document Analysis

Module Six  
2/13-2/17  
Civil War: America’s Second Revolution  
Book Discussion: NC Slave Narratives: Part II  
Due no later than Mon. Feb. 20 at 5 p.m.: TEST #2 (Modules 4-5)  
BIBLIOGRAPHY for Project DUE no later than midnight Fri. Feb. 17 (worth 80 pnts.)  
Will accept late submissions through Wed. Feb. 22 by 5 p.m. (points deducted)

Module Seven  
2/20-2/24  
Reconstruction  
2/21  
ADVISING DAY-NO CLASSES

Module Eight  
2-27-2/28  
Due no later than Mon. Mar. 5: TEST #3 (Modules 6-7)  
2/29-3/2  
MIDTERM BREAK- NO CLASSES

Module Nine  
3/5-3/9  
Gilded and Progressive Eras

Module Ten  
3/12-3/16  
Scopes Trial  
TEST #4 (Modules 9-10)  
Work on Final Paper  
BEGIN READING: Blood Done Sign My Name

Module Eleven  
3/19-3/23  
Great Depression and the First New Deal  
3/21  
LAST DAY TO WITHDRAW

Module Twelve  
3/26-3/30  
WWII and the Cold War Boom  
EINSTEIN’S LETTER  
TEST #5 (Modules 11-12, not including Cold War entry)

4/2-4/6  
SPRING BREAK-NO CLASSES

Module Thirteen  
4/9-4/13  
1960s  
Book Discussion: Part I: Blood Done Sign My Name  
Book READING TEST #3 (FIRST 4 Chapters)
Module Fourteen
4/16-20  

**Book Discussions**: Parts II and III: *Blood Done Sign My Name*

*Book READING TEST #4 Chs. 8-12*

ALL HISTORICAL ROOTS PROJECT (worth 200 points) DUE by Tues. April 24 at 5 p.m. I will accept LATE submissions until Fri. April 27 at 5 midnight but expect SEVERE late deductions. I WILL NOT ACCEPT ANY SUBMITTED AFTER THIS DATE AND TIME.

Module Fifteen
4/23-4/27  

**FINAL EXAM**: Available April 19-27, 2012 until midnight Friday, April 27.
Course Goals:

- To help students acquire an appreciation for the history of the diverse populations that forged the United States and to understand the concept of “historical agency.”
- To understand particular events and trends in that are viewed as important turning points in American history.
- To consider the development of national identity and the debates over which groups to include as citizens.
- To recognize and understand primary and secondary source materials.
- To develop reading/discussion habits that will bring enjoyment and enlightenment and to encourage critical thinking.

Student Requirements:

Students are to attend class regularly, participate in class discussion, keep up with reading materials and turn all assignments in on time. Read all assigned material before you arrive to class. It is impossible to derive full benefit from this class without regular and active reading and classroom participation. If I feel that you come to class repeatedly unprepared, I retain the right to ask you to leave to go finish your reading before you return. I do not tolerate napping, reading or studying for other courses, or any other inappropriate actions that deny me your full attention. If I do not have that, I retain the right to ask you to leave the classroom. Roll will be taken on a regular basis. Disruptive behavior will not be tolerated, including repeatedly arriving late, persistent talking out of turn, distractive talking, cell phone or other electronic device use (in fact, these should not be accessible during class time), including laptops (unless you have a special need), refusal to comply with reasonable instructor directions, insulting language or gestures, or any verbal or physical threats. Any offenders will face WCU policy for dealing with disruptive students.

Grades:

<table>
<thead>
<tr>
<th>Class Requirement</th>
<th>Points Available</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Group Participation</td>
<td>100</td>
<td>Cumulative</td>
</tr>
<tr>
<td>Reading Tests (4 @ 50pnts.ea.)</td>
<td>200</td>
<td>See Schedule</td>
</tr>
<tr>
<td>Tests (5 @ 40pnts. ea.)</td>
<td>200</td>
<td>See Schedule</td>
</tr>
<tr>
<td>Historical Roots Project</td>
<td>300</td>
<td>Sept. 7</td>
</tr>
<tr>
<td>(Subject)</td>
<td>(10)</td>
<td></td>
</tr>
<tr>
<td>(Bibliography)</td>
<td>(40)</td>
<td>Sept. 26</td>
</tr>
<tr>
<td>(Written paper)</td>
<td>(150)</td>
<td>Nov. 21</td>
</tr>
<tr>
<td>(Presentation)</td>
<td>(100)</td>
<td>See Schedule</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
<td>Dec. 16</td>
</tr>
</tbody>
</table>

1000-900 = A
899-800 = B
799-700 = C
699-600 = D
599- 0 = F

Tests will be multiple choice, short IDs, true/false, or fill-in-the-blanks, and essay. The final will focus on material since the last test. You will need to bring a blue book and use an ink pen for each test.
Reading Tests:
Four reading tests will be given at the beginning of class throughout the semester. Each short test will focus only on the assigned reading for that class day. Each test will entail answering multiple choice questions to demonstrate that you conscientiously read the material. Thus it is important to be prepared by doing the readings. The four reading tests together will count for 200 points. If you are absent, no make-up will be offered except for excused absences.

Historical Roots of Modern Issues Project:
You will chose a modern-day issue and discuss its historical roots as it relates to U.S. history. Your sources should include at least five secondary sources that I have approved. Each project must be a 6-page, 12-point font, double-spaced analysis. (This means at least six full pages with standard margins.) I do not accept electronic submissions. All projects are due on or before Nov. 21, even though there are several presentation days. For every day late, I will deduct 20 points. These typed papers are worth 150 points each and must include:
1) Title of Project, Author’s Name, HIST 141-70 (single spaced and NO COVER PAGE).
2) Include introduction, main body of text, and conclusion.
3) BE SURE to PLACE the modern issue into historical context.
   a. Answer why this issue is important to Americans today (leave out personal moral judgments and politics). This is NOT A POSITION PAPER!

Bibliography: You must use and cite at least four secondary sources and one primary source. Wikipedia or other such online sources are not acceptable. BOOKS and not articles should be the majority of your secondary sources. DO NOT use your rental text as a source. Your first draft (approved by me) must be attached to your paper and revised/corrected bibliography or you will lose 40 points on the final paper submission. Use Turabian or Chicago Manual of Style for your footnotes. I will take time in class to discuss these reference styles. If you still are not sure, make an appointment to see me. Do not wait until a week before this is due or you will have trouble. See Class Schedule for due dates for subject choice (worth 10 points), bibliography list (worth 40 point), and paper (worth 150 points). I will deduct 20 points for every day these are late. I do not accept electronic submissions. Remember: Plagiarism will get you an automatic F. If you do not understand what this is, come see me.

Presentation: Your in-class presentation of your project should demonstrate your knowledge of your subject. You may use PowerPoint and/or notes but should not read from your paper. This counts toward 100 points of your total project points of 300.

Discussions:
Participation grade will count for 100 points for the semester. Of course, this means that good attendance can only improve your participation grade. If you have more than 3 unexcused absences throughout the semester, it will negatively affect your participation grade. If you are not here, you obviously cannot participate. Questions will not necessarily have concrete right or wrong answers but will be designed to encourage students to critically think. The class will respect all opinions expressed. In addition, you should be fully prepared for book discussions and bring your book on those days.

Rental Text:

Required Supplemental Texts:

In addition, students will be responsible for all class hand-outs, extra-readings, films, and lectures.
E-Mail and Telephone Communications
WCU e-mail will be our official form of communication. It is imperative that students regularly check their e-mail accounts for communications about the course. Use HIST 141-70 as your subject heading to prevent deletion. E-mail or the telephone cannot be used to discuss grades. If the nature of a student e-mail is too complex to answer electronically, you will be asked to come during office hours or to make an appointment at a mutually convenient time.

Accommodations for Students with Disabilities:
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office’s website: http://www.wcu.edu/12789.asp

Academic Honesty
Academic dishonesty is a serious offense. Cheating, forged excuses, or plagiarism will result in disciplinary action, which can range from a lowered grade to failing the course. Students should become familiar with the policies regarding academic dishonesty by going online at http://catalog.wcu.edu/content.php?catoid=10&navoid=143#honestypolicy, which includes:

A. Cheating. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
B. Fabrication. Falsification or invention of information or citation in an academic exercise.
C. Plagiarism. Representing the words or ideas of someone else as one's own in an academic exercise.
D. Facilitation of Academic Dishonesty. Helping or attempting to help someone else to commit an act of academic dishonesty, such as allowing another to copy information during an examination or other academic exercise.

It is very important to understand plagiarism when working on any writing assignment. I will gladly assist any student who is unclear about what constitutes plagiarism.

The Writing and Learning Commons (WaLC) seeks to enhance the academic environment and raise the level of academic discourse at WCU by providing tutoring, academic skills consultations, workshops, online learning resources, and faculty consultations. Writing Assistants collaborate with students from all classes and majors at every stage of the writing process, from brainstorming and prewriting to drafting and revising. Course tutors facilitate collaborative group sessions and offer strategies for effective study and efficient time management. Call 227-7197 for writing appointments and 227-2274 for course tutoring. Visit the website, http://walc.wcu.edu, for additional learning and writing resources, hours of operation, and appointment information. All consultations and tutoring sessions take place in 30 Hunter Library. Distance students should use Smarthinking, an online tutoring service available via Blackboard, and WaLC’s online resources.

Withdrawal
The last date students are allowed to withdraw from courses without penalty is November 4, 2011.

Make-Up Examinations
1. Only students with university excused absences will be allowed to take make-up exams.
2. The following are considered excused absences: illness of the student, serious illness or death of a student's immediate family member, participation in University-sponsored activities (with appropriate official notification no later than one week after the absence), religious holidays, military orders to report for duty, subpoena for court appearances or other special circumstances. In the event you miss an exam, you must present a written cause of absence, including the phone number of the appropriate person for me to contact in order to verify the information provided. I will keep a copy.
3. It is the responsibility of the student to provide written verification of excused absence as well as to contact me to arrange a make-up exam. I will not contact you regarding missed work.
4. As a general rule, make-up tests must be taken within two weeks of the missed date.
5. There will be no make-up opportunities for reading quizzes without an excused absence.

Other Deadlines
Except for exceptional circumstances or excused absence as listed above, there are NO EXTENSIONS on deadlines for papers and other required coursework.

LECTURE AND READING SCHEDULE

NOTE: ALL COURSE RENTAL TEXT READINGS ARE OPTIONAL

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>8/22</td>
<td>Introduction</td>
</tr>
<tr>
<td>Wed</td>
<td>8/24</td>
<td>A Meeting of Three Worlds</td>
</tr>
<tr>
<td>Fri</td>
<td>8/26</td>
<td>European Colonization and Conflict</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Book: BEGIN READING NC SLAVE NARRATIVES</td>
</tr>
<tr>
<td>Mon</td>
<td>8/29</td>
<td>British Colonies and Conflict</td>
</tr>
<tr>
<td>Wed</td>
<td>8/31</td>
<td>British Imperialism and Colonial Resistance</td>
</tr>
<tr>
<td>Fri</td>
<td>9/2</td>
<td>Revolution</td>
</tr>
<tr>
<td>Mon</td>
<td>95</td>
<td>LABOR DAY: NO CLASSES</td>
</tr>
<tr>
<td>Wed</td>
<td>9/7</td>
<td>DUE: On 3x5 Index Card, PROJECT SUBJECT (worth 10 pnts.)</td>
</tr>
<tr>
<td>Fri</td>
<td>9/9</td>
<td>Bickering Fathers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Book READING TEST #1</td>
</tr>
<tr>
<td>Mon</td>
<td>9/12</td>
<td>Andrew Jackson, War, and the Nullification Crisis</td>
</tr>
<tr>
<td>Wed</td>
<td>9/14</td>
<td>Freedom for Whom?</td>
</tr>
<tr>
<td>Fri</td>
<td>9/16</td>
<td>Cotton, Slaves, and Indians</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Book READING TEST #2</td>
</tr>
<tr>
<td>Mon</td>
<td>9/19</td>
<td>Antebellum Friction and Resistance</td>
</tr>
<tr>
<td>Wed</td>
<td>9/21</td>
<td>GOLD RUSH</td>
</tr>
<tr>
<td>Fri</td>
<td>9/23</td>
<td>TEST #2</td>
</tr>
<tr>
<td>Mon</td>
<td>9/26</td>
<td>Book Discussion: NC Slave Narratives</td>
</tr>
<tr>
<td>Wed</td>
<td>9/28</td>
<td>DUE: Bibliography for Project (worth 40 pnts.)</td>
</tr>
<tr>
<td>Wed</td>
<td>9/28</td>
<td>Battlefields and Home Fronts in the Civil War</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Fri 9/30</td>
<td>THE CIVIL WAR</td>
<td></td>
</tr>
</tbody>
</table>
| Mon 10/3 | ANTIETAM  
*Course Text: Ch. 13* |
| Wed 10/5 | NO CLASS: Library Research Day |
| Fri 10/7 | War Moves West  
*Course Text: Ch. 1* |
| Mon 10/10 | Reconstruction  
*Course Text: Ch. 2* |
| Wed 10/12 | TEST #3  
BEGIN READING: *Blood Done Sign My Name* |
| Fri 10/14 | FALL BREAK: NO CLASSES |
| Mon 10/17 | FALL BREAK: NO CLASSES |
| Wed 10/19 | Gilded Age Historic Forces  
*Course Text: Ch. 3-4* |
| Fri 10/21 | Strikes, Reform, and Lynchings  
*Course Text: Ch. 5* |
| Mon 10/24 | Progressivism  
*Course Text: Chs. 6 and 7* |
| Wed 10/26 | Conservation vs. Preservation |
| Fri 10/28 | TEST #4 |
| Mon 10/31 | Jazz Age and Roaring Twenties  
*Course Text: Ch. 8* |
| Wed 11/2 | ADVISING DAY: NO CLASSES |
| Fri 11/4 | LAST DAY TO WITHDRAW  
Great Depression  
*Course Text: Ch. 10* |
| Mon 11/7 | New Deal to WWII |
| Wed 11/9 | WWII  
*Course Text: Ch. 11* |
| Fri 11/11 | TEST #5 |
| Mon 11/14 | Cold War Era  
*Course Text: Ch. 12* |
| Wed 11/16 | Rights-Conscious Sixties  
*Course Text: Ch. 13* |
| Fri 11/18 | Book Discussion: *Blood Done Sign My Name* FIRST THIRD  
Book READING TEST #3 |
| Mon 11/21 | Book Discussion: *Blood Done Sign My Name* SECOND THIRD  
ALL HISTORICAL ROOTS PROJECT DUE (Presentations Begin) |
<p>| Wed 11/23 | THANKSGIVING BREAK-NO CLASS |
| Fri 11/15 | THANKSGIVING BREAK-NO CLASS |</p>
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>11/28</td>
<td>HISTORICAL ROOTS of MODERN ISSUES (Presentations)</td>
</tr>
<tr>
<td>Wed</td>
<td>11/30</td>
<td>Book READING TEST #4&lt;br&gt;&lt;em&gt;Book Discussion&lt;/em&gt; &lt;em&gt;Blood Done Sign My Name&lt;/em&gt; LAST THIRD</td>
</tr>
<tr>
<td>Fri</td>
<td>12/2</td>
<td>HISTORICAL ROOTS of MODERN ISSUES (Presentations)</td>
</tr>
<tr>
<td>Mon</td>
<td>12/5</td>
<td>HISTORICAL ROOTS of MODERN ISSUES (Presentations)</td>
</tr>
<tr>
<td>Wed</td>
<td>12/7</td>
<td>HISTORICAL ROOTS of MODERN ISSUES (Presentations)</td>
</tr>
<tr>
<td>Fri</td>
<td>12/9</td>
<td>HISTORICAL ROOTS of MODERN ISSUES (Presentations)&lt;br&gt;Review for Final Exam LAST DAY OF CLASS</td>
</tr>
</tbody>
</table>

FINAL EXAM: Friday, December 16, 8:30-11 a.m.
History 142: American Lives (Otherwise entitled—Lunatics, Dreamers, and Ordinary Americans)

Elizabeth Gillespie McRae
McKee 221 C
Phone: 227-3481
Office Email: mcrae@email.wcu.edu*
Office Hours: Mondays 1:00-2:30; Thursday 8-9 and 2-3 and by appointment

This course will introduce you to modern American history through the study of individuals in the twentieth century. In an attempt to understand the rich tapestry of American life and American people, what binds us together and what makes us unique, we will turn to biography, autobiography, memoir, oral histories, documentary film, music, fiction, essays, photo essays, etc. We will explore both the strengths and weaknesses of learning history through the lives of everyday Americans (and some not so everyday Americans).

This course requires the active and engaged participation of each student. The class requires informed discussion. In addition to weekly readings, you will be reading 4 supplementary texts, listed below, and writing a biography during the course of the semester.

You will receive a more complete weekly readings schedule. I will distribute these either via electronic reserve or handouts.

Required Texts: A copy of each book is available on reserve in library.
William and Ellen Craft, Running for Freedom
David H. Donald, Lincoln At Home
Rick Atkinson, The Long Gray Line
Timothy Tyson, Blood Done Signed My Name
Additional Readings—on reserve and available through Blackboard—to be announced

Evaluation:
2 Book Reviews @ 100 points each
2 Book Quizzes @100 points each
Mid-term and Final @ 100 points each
Biography @ 200 points (see breakdown of individual assignments)
Quizzes @ 100 points
Participation @ 100 points

PART I: INTRODUCTION
Why Biography?
August 25: Doing Biography—Questions, Components, Sources, etc.

PART II: The Making of A Nation--
August 30: Two nations—Biographies on the Eve of the Civil War
Mary Chestnutt/
Sept. 1—Book Discussion—William and Ellen Craft, Running a Thousand Miles for Freedom  
**Book Review #1 Due**

Sept. 6—Document Workshop—using Trial Transcripts

Sept. 8—Book Discussion—David Donald, Lincoln At Home (Book Review or Book Quiz)

Sept 13—Inventors that Rebuilt a Nation—Edison, Westinghouse, Tesla

Sept 15—Icons of the Era/Abstract Due (John Henry, native American?,

Sept 20—Reformers—Jane Addams, Charles Davenport, Mother Jones

_The 1920s_
Sept 22nd—Fords and Floods
Sept 27th—New Women—Flapper, Margaret Sanger

**Oral Histories and the 1930s**

Sept. 29—Oral History and Census Workshop
(be in electronic classroom)

Oct. 4—Oral Histories of the 1930s—Telling Southern Stories
(workshop in writing oral history questions) Slave Narratives, Cotton Mill Girl

Reading/Hard Times

Oct. 6—Americans During the Great Depression—reading photographs--
(Dear Mrs. Roosevelt/ Excerpt from The Worst Hard Times

**Oral History Questions Due**

Oct. 11—Midterm

No Class –Fall Break  October 13 and October 18

October 20: Singing and Working in the Great Depression

( would I do Charles Alston of Harlem???) (Carter Family? Woody Guthrie) Alan Lomax???

**WWII and Postwar America:**

October 25th—In Sickness and In Health

**Bibliography for Biography Due**

October 27th— Returning from War

Nov 1—1950s Women/1950s Youth

November 3rd- Civil Rights Biographies

**Making Sense of the 1960s**

Nov.8th —Rise of Conservative Politicians

Nov. 10th—Radical? Political Reformers

Nov. 15th—Drug Czars—Legal and Illegal

Nov. 17th—Feminists and Anti-Feminists

**Rough Draft Due and Notes/Transcripts from Oral Interviews**

Nov. 22- Soldiers Biographies—Knoxville website, women in Vietnam

Nov. 29th—**Book Discussion: The Long Gray Line**

American Workers

Dec. 1st—Norma Rae (show the film)

Dec. 6th—Vincent Chin

Dec. 8th—Political Voices in Unlikely Places
Final Biography Due

Exam—

*Email is no substitute for conversation and explanation. If you want your email answered, please include HIST 142 in subject heading. I will use your catamount mail accounts.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or jalexis@wcu.edu. You may also visit the office's website: disability.wcu.edu

Academic Dishonesty: Plagiarism and/or other forms of cheating will result in the failure of the assignment, possible failure of the course, and notification of Academic Affairs.
Ms. Susan M. Abram  
Office: 222A McKee  
Phone: 227-2735  
smabram@email.wcu.edu

HIST 142-70: AMERICAN LIVES  
Otherwise entitled—Lunatics, Dreamers, and Ordinary Americans  
Spring Semester 2009; MW 4-5:15 p.m.; Rm: McKee 208

Course Goals:
- To help students acquire an appreciation for the culture and history of the diverse populations that forged the United States and to understand the concept of “historical agency” as these various groups made choices individually and collectively.
- To understand the purpose and genres of biographies and how historians use them.
- To introduce students to the major historical events that shaped this country’s history.
- To consider the development of national identity and the tensions and debates over who to include as citizens.
- To recognize and understand primary and secondary source materials.
- To develop reading and discussion habits that will bring enjoyment and enlightenment and to encourage critical thinking.

Student Requirements:
Students are to attend class regularly, participate in class discussion, keep up with reading materials and turn all assignments in on time. Read all assigned material before you arrive to class. It is impossible to derive full benefit from this class without regular and active reading and classroom participation. If I feel that you come to class repeatedly unprepared, I retain the right to ask you to leave to go finish your reading before you return. I do not tolerate napping, reading or studying for other courses, or any other inappropriate actions that deny me your full attention. If I do not have that, I retain the right to ask you to leave the classroom. Roll will be taken on a regular basis and your attendance count towards your participation grade. Disruptive behavior will not be tolerated, including repeatedly arriving late, persistent talking out of turn, distractive talking, cell phone or other electronic device use, including laptops (unless you have a special need), refusal to comply with reasonable instructor directions, insulting language or gestures, or any verbal or physical threats. Any offenders will face WCU policy for dealing with disruptive students.

Grades:

<table>
<thead>
<tr>
<th>Class Requirement</th>
<th>Points Available</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation/Attendance</td>
<td>50</td>
<td>Accumulative</td>
</tr>
<tr>
<td>Quizzes (10 @ 10 points ea.)</td>
<td>100</td>
<td>See Schedule (best 10 of 12)</td>
</tr>
<tr>
<td>Mid Term</td>
<td>100</td>
<td>February 25</td>
</tr>
<tr>
<td>Biography Paper</td>
<td>100</td>
<td>April 22 (see schedule for component due dates)</td>
</tr>
<tr>
<td>Essay Reviews (2 @ 25 pnts. ea.)</td>
<td>50</td>
<td>February 11 and April 13</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>May 4</td>
</tr>
</tbody>
</table>

500-450 = A  
449-400 = B  
399-350 = C  
349-300 = D  
299-0 = F

Tests will be IDs, short answers, and essay. The final will focus on material since the last test. You will need to bring a blue book and use an ink pen for each test.
Reading Quizzes:
Twelve announced quizzes will be given during the first 10 minutes of class throughout the semester. Each quiz will focus only on the assigned essay reading for that class day. Each quiz will entail answering general multiple choice questions to demonstrate that you conscientiously read the material. I will drop your two lowest quiz grade (10 of 12). The ten quizzes will count for 10 points each, which will accumulatively be the same value as one test grade. If you are absent on a quiz day, no make-up will be offered.

Essay Reviews (2):
You chose one of three essays provided as choices. Each review must be a 2-page, 12-point font, double-spaced analysis. (This means a FULL 2 pages.) I do not accept electronic submissions. See the schedule for due dates. For every day late, I will deduct 5 points. These papers are worth 25 points each and must include:
1) Authors full name and essay title centered at the top of the page.
   Example:  Carol Berkin, “George Washington and the Newburgh Conspiracy.”
2) Do not provide a cover page.
3) Type your name at the end of the review along with your class and section number.
   Example:  Susan M. Abram
          History 142-03
4) Provide in the body of the review:
   a. Introduction of essay and author’s thesis/argument/claim
   b. Provide a short but precise synopsis of the essay. Be sure to place this in context to the events in U.S. history we are studying.
   c. What question(s) did the author attempt to resolve?
   d. Was the author successful in their scenario?
   e. Why is this essay important? What was the most unusual or exciting fact you learned? What would you like to learn more about that the author did not fully cover?
5) Ending Opinion/Analysis:
   I do not want a report; I read it, too. I want you to delve deeply into the reason behind it and what we can learn about the study of history by reading these essays.

Biography:
Write a biography on an approved American historical figure. You must use and cite at least four secondary sources. Wikipedia or other such online sources are not acceptable. If the person has written an autobiography, use that as one of your sources. The paper must be 5 FULL pages with standard margins and 12-pnt font. Do not include a cover page. Place your name and the course with its section number at the end of the paper. Also, a bibliography must be attached. Use Turabian or Chicago Manual of Style for your footnotes and citations or MLA. I will take time in class to discuss these reference style with you. If you still are not sure, make an appointment to see me in my office. Do not wait until a week before this is due or you will have trouble. See Class Schedule for due dates for subject choice (worth 5 points), bibliography list (worth 20 point), and paper (worth 50 points). I will deduct 5 points for every day these are late. I do not accept electronic submissions. Remember: Plagiarism will get you an automatic F. If you do not understand what this is, come see me.

Discussions:
Participation grade will count for 50 points for the semester. Each student’s essay reviews and their discussion/participation grade thus have a potential joint value of one test grade (100
points). Many questions will not have concrete right or wrong answers but will be designed to encourage students to critically think. The class will respect all opinions expressed.

Rental Text:

Required Supplemental Text:
In addition, students will be responsible for all class hand-outs, extra-readings, films, and lectures.

E-Mail and Telephone Communications
WCU e-mail will be our official form of communication. It is imperative that students regularly check their e-mail accounts and WebCT for communications about the course. Use HIST 142 as your subject heading to prevent deletion. E-mail or the telephone cannot be used to discuss grades. If the nature of a student e-mail is too complex to answer electronically, you will be asked to come during office hours or to make an appointment at a mutually convenient time.

Special Accommodations
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Kimberly Marcus for more information at (828) 227-7234; e-mail: kmarchus@email.wcu.edu.

Academic Honesty
Academic dishonesty is a serious offense. Cheating, forged excuses, or plagiarism will result in disciplinary action, which can range from a lowered grade to failing the course. Students should become familiar with the policies regarding academic dishonesty by going online at http://catalog.wcu.edu/content.php?catoid=10&navoid=143#honestypolicy, which includes:

A. Cheating. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
B. Fabrication. Falsification or invention of information or citation in an academic exercise.
C. Plagiarism. Representing the words or ideas of someone else as one's own in an academic exercise.
D. Facilitation of Academic Dishonesty. Helping or attempting to help someone else to commit an act of academic dishonesty, such as allowing another to copy information during an examination or other academic exercise.

It is very important to understand plagiarism when working on any writing assignment. I will gladly assist any student who is unclear about what constitutes plagiarism.

Withdrawal
The last date students are allowed to withdraw from courses without penalty is March 19, 2009.

Make-Up Examinations
1. Only students with university excused absences will be allowed to take make-up exams.
2. The following are considered excused absences: illness of the student, serious illness or death of a student's immediate family member, participation in University-sponsored activities (with appropriate official notification no later than one week after the absence), religious holidays, military orders to report for duty, subpoena for court appearances or other special circumstance. In the event you miss an exam, you must present a written cause of absence, including the phone number of the appropriate person for me to contact in order to verify the information provided. I will keep a copy.
3. It is the responsibility of the student to provide written verification of excused absence as well as to contact me to arrange a make-up exam. I will not contact you regarding missed work.
4. As a general rule, make-up tests must be taken within two weeks of the missed date.
5. There will be no make-up opportunities for quizzes.

Other Deadlines
Except for exceptional circumstances or excused absence as listed above, there are NO EXTENSIONS on deadlines for papers and other required coursework.

LECTURE AND READING SCHEDULE

Mon 1/12  Introduction
Wed 1/14  Contact
  Lecture: Populating North America and the Columbian Exchange
  Genre: Oral histories, legends, iconography
  Essay: “A Day in Cahokia—AD 1030”
  ESSAY QUIZ 1

Mon 1/19  MARTIN LUTHER KING DAY: NO CLASS
Wed 1/21  Colonization, European Expansion, and Conflict
  Lecture: Colonization of North America/Witches and Preachers; Midwives and Scientists
  Passages: Indian Captivity Narrative, pp. 82-83
  Genre: Diaries/Memoirs
  American Revolution
  Lecture: Participation in the Revolutionary War
  Passages: Indian Captivity Narrative, pp. 180-81
  Essay: “George Washington and the Newburgh Conspiracy”
  ESSAY QUIZ 2

Mon 1/26  Independence: A New Nation Emerges
  Lecture: Freedom for Whom? and Founding Fathers (Hamilton vs. Jefferson)
  Passages: Ch. 7: pp. 228-29 (Hamilton vs. Jefferson)
  Genre: Biographies and Travel Journals
  ESSAY QUIZ 3
Wed 1/28  DUE: On 4x6 Index Card, List your Biography Subject (5 pnts.)
  Early Republic and Manifest Destiny
  Lecture: Founding Fathers
  Passages: Ch. 8: pp. 252-53, 268-69 (2nd Great Awakening; Lewis &Clark)
  Genre: Travel Journal, pp. 270-71
    Autobiographies/War Memoirs
  Essay: “Meriwether Lewis on the Divide”
  ESSAY QUIZ 4

Mon 2/2  American Expansion
  Lecture: Cotton, Slaves/ Andrew Jackson and Indian Removal
  Passages: Ch. 9: pp. 312-15
    Ch. 10: 328-31
  Begin Reading: Cecilia, A Slave, Introduction and Ch. 1
Wed 2/4  **American Expansion** (continued)
*Genre*: Memoirs and Oral histories  
*Reading*: *Cecilia, A Slave*, Chs. 2 and 3  
**READING QUIZ 5**: *Cecilia, A Slave*, (Intro-Ch. 3, inclusive)

Mon 2/9 **Slavery Question/Women’s Rights and Abolitionists**  
Frederick Douglas Film  
*Genre*: Slave Narratives/Autobiographies/Memoirs  
*Reading*: *Cecilia, A Slave*, Chs. 4 and 5

Wed 2/11 **The Old South**  
*Lecture*: Seeking More and the Move towards Secession  
*Reading*: *Cecilia, A Slave*, Chs. 6, 7 and Conclusion  
**FIRST ESSAY REVIEW DUE** (on either “The Corrupt Bargain,” “The Amistad Trial,” “James Polk and the 1844 Election,” or “Jenny Lind’s American Debut”)  
**READING QUIZ 6**: *Cecilia, A Slave*, (Ch. 4-Conclusion)

Mon 2/16 **Civil War**  
*Lecture*: Battlefields and Homefronts; The Famous and the Forgotten  
*Essay*: “With John Brown at Harper’s Ferry”  
**ESSAY QUIZ 7**

Wed 2/18 **Genre**: Military (Generals) and Lincoln Biographies  
Memoirs and Diaries  
*Essay*: “The Day Lincoln Was Shot”  
**ESSAY QUIZ 8**

Mon 2/23 **Reconstruction and Review for Midterm Exam**  
*Lecture*: Reconstruction Fails  
*Reading*: Ch. 16: pp. 538-39; 544-46; 552-66; 558-66  
*Genre*: Autobiographies/Biographies

Wed 2/25 **MIDTERM EXAM**

M-Fr 3/2-3/6 **SPRING BREAK**

Mon. 3/9 **DUE: BIBLIOGRAHY FOR BIOGRAPHY PAPER**  
Must be typed in proper citation form.  
*Lecture*: War moves West and Reservations  
*Essay*: “Chief Joseph Surrenders”  
**ESSAY QUIZ 9**

Wed 3/11 **Big Business, Urbanization, and Minorities**  
*Lecture*: America Reacts (or overreacts?): Industrialization and Segregation  
*Reading*: Ch. 17: pp. 580-83; 591; 597-600  
*Reading*: Ch. 18: pp. 616-23; 626-27; 632-42  
*Genre*: Biography

Mon 3/16 **Labor and Reform**  
*Lecture*: Strikes, reform, and lynching  
*Reading*: Ch. 19: pp. 648-59; 675-77  
Ch. 20: pp. 684-87  
*Genre*: Autobiography
Wed 3/18  **Roosevelt and the Progressive Era**  
*Lecture:* Conservation vs. Preservation  
*Reading:* Ch. 20: pp. 687-89; 693-98; 702-703, 706  
    Ch. 21: pp. 717-18, 720-26, 732-37, 746  
*Genre:* Biography  

Thur. 3/19  **Last Day to Withdraw without Grade Penalty.**  

Mon 3/23  **WWI, Wilson, and Problems at Home**  
*Lecture:* Harlem Renaissance  
*Readings:* Ch. 22: pp. 753-55, 781-86  
    Ch. 23: pp. 789-94, 805-810  
*Genre:* Music  

Wed 3/25  **Essay:** “LaFollette Speaks against the War—1917”  
**Essay:** “The Road to Butgnéville—November 11, 1918”  

Mon 3/30  **Great Depression and FDR**  
*Lecture:* American Struggles  
**Essay:** “Trying John Scopes”  
**ESSAY QUIZ 10**  

Wed 4/1  **New Deal Era**  
*Lecture:* From Relief to War  
*Readings:* Ch. 25: pp. 861-73, 876, 878-80, 888-90  
*Genre:* WPA Narratives and Photography  

Mon 4/6  **Essay:** “The Sick Man in the White House”  
**ESSAY QUIZ 11**  

Wd-Fr. 4/8-10  **EASTER BREAK: NO CLASS**  

Mon 4/13  **SECOND ESSAY REVIEW DUE** (Choose either “Lost-Found Nation,” “Memory, History, and the March on Washington,” or “Lyndon Johnson Confronts George Wallace”)  

Wed 4/15  **WWII and the Cold War Era**  
*Lecture:* War is Hell and Fear and Turmoil at Home  
*Reading:* Ch. 26: pp. 904-05, 908-16, 924-28  
*Reading:* Ch. 27: pp. 939-49, 951-53  

Mon 4/20  **Red Scare to Civil Rights**  
**Essay:** “JFK and RFK Meet about Vietnam”  
**ESSAY QUIZ 12**  

Wed 4/22  **Sizzling Sixties**  
*Lecture:* JFK and LBJ Years  
*Readings:* Ch 29: pp. 1005-1014, 1020-1032  
*Genre:* Music  
**DUE: ALL BIOGRAPHY PAPERS**  

MW 4/27 and 4/29  **Paper Presentations and Review for Final Exam**  

**FINAL EXAM:**  Monday,  May 4,  4:00-6:50 p.m.
POLICY NOTES and SYLLABUS for HISTORY 151
TURNING POINTS IN EUROPEAN HISTORY
FALL SEMESTER 2011

INSTRUCTOR: Dr. D. R. Dorondo
OFFICE: McKee 227-C.
OFFICE PHONE: 828-227-3908.
MAILING ADDRESS: Department of History; Western Carolina University; Cullowhee, North Carolina 28723.
ELECTRONIC MAILING ADDRESS: dorondo@email.wcu.edu
OFFICE HOURS: MWF 11:05 AM - 12:00 PM and by appointment only.

LEARNING OBJECTIVE: In this course students gain a greater understanding of certain moments in European history since the sixteenth century that have, by general historical consensus, exerted a “watershed” effect on that history. That is to say, such events fundamentally alter aspects of European history and civilization in such a way that “there’s no going back.” Consequently, these historical events merit closer, discreet examination.


REQUIRED SUPPLEMENTAL TEXTS: Beaudoin, The Industrial Revolution. Jensen, Reformation Europe. NB: A third text will be assigned as well. The one originally selected is out of print.

ATTENDANCE POLICY: Be here – all the time. (Members of the class are allowed three absences without penalty. Absences numbering more than three may be penalized by the reduction of the semester’s grade by three points per absence.)

CONTACT POLICY: All class e-mails will be sent to students addresses as indicated in MyCat.

EXAMINATIONS: Members of the class will have four regularly scheduled examinations (approximately every four weeks; dates to be announced). Examinations will be essays and/or short identifications. Each examination will comprise 25% of the semester’s grade.

Accommodations for Students with Disabilities:
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services and/or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the office directly for more information. Phone: (828) 227-2716.

SYLLABUS
(The syllabus is provisional and may be adjusted for inclement weather, holidays, etc.)

EVERY CLASS MOVES AT ITS OWN PACE DUE TO VARYING DEGREES OF MEMBERS’ PARTICIPATION, THE VAGARIES OF WEATHER, HOLIDAYS, UNEXPECTED FACULTY ABSENCES, ETC. SPECIFIC ITEMS OF IMPORTANCE ARE INDICATED IN BOLD PRINT.


Wk 6 (27 Sept):

Wk 7 (4 Oct):


Wk 10 (25 Oct):


Wk 14 (22 Nov): Thanksgiving Break 24-29 Nov.

Wk 15 (29 Nov): 29 Nov – the beginnings of the Cold War; division of Europe; Stalin 1945-1953.

Wk 16 (6 Dec): Last Day of Classes 10 Dec.
History 151: Turning Points in European History

MWF 11.15-12.05 (section 2) OR 1.25-2.15 (section 4)

Dr. Elizabeth Yale
Email: eeyale@email.wcu.edu
Phone: 227-3869
Office: McKee 206B
Office Hours: M/W 2.30-4.30, to the EquiTh 11-12

COURSE DESCRIPTION

This course explores the history of Europe through four key turning points: the Reformation, the Scientific Revolution, the development of science and technology in the 19th century, and World War I. Our goal will be to understand how long term historical developments have contributed to the formation of the complex world we know today. Over the course of the semester, we’ll think a lot about the relationship between religion and science; the role that science has played in forming our modern worldview; and the causes of and legacy of World War I, the first modern war. Throughout, we’ll directly tackle the words and ideas of the past through reading, discussing, and writing about original primary sources.

OBJECTIVES

In this course, you will learn:
• About complex, large-scale historical developments that have shaped the modern Western world, and contributed to how we think about the world today.
• How to critically analyze both primary and secondary historical sources.
• How to communicate effectively both in writing and in person.

READINGS


Supplementary Books: The following required books may be purchased at the book store or online. They are also available on reserve at the library.


The bulk of course readings — including almost all of the primary source readings — will be available for download on the course Blackboard site. These readings are marked with a * in the syllabus.

A note on readings: Each week, I assign chapters from the required textbook and the supplementary books as well as primary sources and secondary source excerpts that you’ll find on Blackboard. The textbook readings are primarily for background—turn to the textbook if you have a question or just want to know more about something. Feel free to cite it as a source in your essays. However, the bulk of your attention should be focused on the supplementary and Blackboard readings. These are marked in the syllabus as “For discussion” each week. You will usually have an easier time with this reading if you read actively, i.e. take notes and stop to ask yourself questions as you read. This will help you prepare write the short essays and participate more fully in class discussions. Please bring hard copies of all readings — including online readings printed from Blackboard — to class the day we discuss them. We’ll refer to our texts throughout the discussions.

REQUIREMENTS

Class Participation and attendance: 10%
Secondary Source essays (2, 700 words each): 10% each (20% total)
Primary Source Analysis (2, 700 words each): 15% each (30% total)
Midterm: 20%
Final exam: 20%

ASSIGNMENTS

Essays: There are four short essays: two reviews of secondary sources (books and articles) and two primary source analyses. You may choose which readings you would like to analyze; however, you must choose at least two before and two after the midterm. These are due in class the days we discuss these readings. I will pass around a sign up sheet during the first week of class. Handouts describing these assignments will be provided.

Technical requirements: Essays are 2-3 pages (ca. 700 words) in length. All essays should be in 12 point Times font (or similar) with 1 inch margins and page numbers. You are required to cite all sources.

Midterm and Final Exam: The midterm will be one-hour, in-class, closed-book exam consisting of term IDs, primary source identifications, and 1 essay question. The final exam will cover the entire semester, and will include term IDs, primary source identifications and analyses, and 2 essay questions. Primary source identifications will be taken from course readings. A list of terms for which you are responsible will be provided prior to each exam. The midterm is in-class on Friday, October 8. The final exam for the 11.15 section (section 2) is scheduled for Monday, December 13 from 3-5.30. The 1.25 section (section 4) final exam is scheduled for Wednesday, December 15 from 3-5.30.
Late papers/missed exams: I will accept late papers only in the case of a documented emergency, illness or accident. If a due date falls near another activity on your schedule (such as a trip or an exam in another class) please plan ahead. No extensions will be granted in these cases. Exams can be made up in cases of documented illness or emergency OR if you must miss them due to university sponsored trips, such as athletic competitions. In the latter case, please contact me as soon as you are aware of a conflict so that we can plan appropriately.

ATTENDENCE, PARTICIPATION, AND DISCUSSION

Participation and attendance are important parts of the class. Each session will be a mix of lecture, discussion, and other activities. If you miss classes, you will miss crucial information that will help you do well on the written assignments and exams. If you must miss class, either due to a scheduled conflict (e.g. a University sponsored trip) or due to emergency or illness, please let me know as soon as possible. Unexcused absences cannot be made up.

Overall, my goal is lively discussions in which we debate various positions, arguments, and ideas. This won’t happen unless you come prepared, having done the readings and thought about the problems and arguments that they raise. I will prepare us for discussion each week by providing ample background in lectures and notes to guide your reading. In turn, you need to come to class having done the reading and ready to talk. I reserve the right to institute weekly reading quizzes IF it looks like the reading is not being done. But neither you nor I really want that, so just come to class ready to talk!

COMPUTER POLICY

Laptop computers are welcome in class for note-taking purposes. However, please do not use them for anything else – checking email, surfing the Internet, shopping for shoes, etc. The success of this class depends on your active participation and engagement with lectures, discussions, and presentations, and everybody needs to be mentally present in the room at all times.

Accommodations for Students with Disabilities

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office’s website: [http://www.wcu.edu/12789.asp](http://www.wcu.edu/12789.asp)
Academic Honesty Policy

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity.

In this class, I will hold you to the same standards of honesty and integrity that I am held to as a professional historian. What does this mean? Well, there are two things to keep in mind. First and foremost, you are responsible for conceiving, writing, and revising your own essays and exams. Secondly, it means that you are responsible for properly citing the source material that you use in this class, particularly in your essays. As historians, we rely all the time on information found in other sources: we analyze it, we quote it, and we draw on it in formulating our own theories about historical events, people, and texts. **Given the degree to which we rely on other texts in formulating our own original arguments, we must properly cite our sources.** Without proper citations and references, it’s difficult to advance an argument that other historians can trust, because they can’t tell where you got your information, or what primary sources you’re basing an argument on. Without proper citations and references, it is impossible for history, as a field, to advance. Consequently, copying or paraphrasing material from other sources without properly citing it (including books, films, websites — yes, even Wikipedia — magazines, oral interviews, and archival manuscripts) is a serious form of academic dishonesty. To help you learn the proper way to reference your sources, I will provide a handout with some guidelines. **Please see me if you have any questions.**

According to WCU policies, I will determine the appropriate sanction or sanctions for academic dishonesty within this course up to and including a final grade of “F” in the course. Within 5 calendar days of the event I will inform the chair of the history department, and the Associate Dean of the Graduate School when the student is a graduate student, in writing of any academic dishonesty charge and sanction.

That’s all the preliminaries. On to the good stuff!

**SCHEDULE OF LECTURES, DISCUSSIONS, AND READINGS**

**Turning Point 1: The Reformation and the Rise of Religious Skepticism**

**Week 1**

August 23: Introduction

August 25: Religious Reformation

August 27: DISCUSSION
READINGS


Textbook: *The West*, chapters 11 and 12

**Week 2**

August 30: Europe and the New World


September 1: The Counter-Reformation

September 3: DISCUSSION

READINGS


Textbook: *The West*, chapter 13

**Week 3**

September 6: HOLIDAY

September 8: Wars of Religion

September 10: DISCUSSION

READINGS


Textbook: *The West*, Chapter 14

**Turning Point 2: The Scientific Revolution**

**Week 4**

September 13: The Ptolemaic Universe

September 15: Copernicus invents the solar system

September 17: DISCUSSION

READINGS
For discussion: *Copernicus, On the motions of the heavenly spheres, prefaces (foreword, letter, "to his holiness"), Book I, chs. 1 and 10.

Textbook: The West, chapter 16

Week 5

September 20: Galileo and the Telescope

September 22: Galileo and the Church

September 24: DISCUSSION

READINGS

For discussion: *Galileo Galilei, “The Letter to the Grand Duchess Christina” (1615)

Textbook: The West, Chapters 15

Week 6

September 27: Science and Religion in the Seventeenth Century

September 29: Were Scientists Modern? (Or, Newton was a Crazy Person)

October 1: DISCUSSION

READINGS


Textbook: The West, Chapter 17

Week 7

October 4: The Enlightenment

READINGS

For Discussion: Immanuel Kant, “What is Enlightenment?”

Textbook: The West, Chapter 19

October 6: Midterm review

October 8: Midterm
Turning Point 3: Science, Technology and the Making of the Modern World

Week 8

October 11: Science and the making of the Modern World

October 13: DISCUSSION

READINGS

For discussion: *Selected articles on compulsory vaccination and vaccination research from The Times; *The Vaccination Inquirer and Health Review (1882), 4-6, 124-125.

Textbook: Chapter 23, pp. 754-757

FALL BREAK: October 15–October 18

Week 9

October 20: The Industrial Revolution

October 22: DISCUSSION

READINGS

For discussion: Dickens, Hard Times

Textbook: The West, Chapter 20

Week 10

October 25: Charles Darwin and Evolution by Natural Selection

October 27: Evolution and Christianity in the Nineteenth Century

October 29: In-class activity: DARWIN DEBATE

READINGS

For discussion: *Excerpts from Charles Darwin’s correspondence.


Week 11

November 1: Scientific Racism, Social Darwinism, and Eugenics

November 3: ADVISING DAY

November 5: DISCUSSION
READINGS

For discussion: *excerpts from Charles Darwin, Descent of Man (1871); *Francis Galton, Inquiries into Human Faculty (New York, 1883), 306-320, 323-337.

Week 12

November 8: New Understandings of the Mind

November 10: DISCUSSION

READINGS

For discussion: *Sigmund Freud, On Dreams (1909)

November 12: NO CLASS; BRIEF ONLINE ASSIGNMENT

Turning Point 4: World War I

Week 13

November 15: The New Imperialism

November 17: Europe in Africa, 1870-1914

November 19: DISCUSSION

READINGS

For discussion: Cannadine, Ornamentalism, pp. 41-82, 101-149


Week 14

November 22: Origins of WWI

READINGS

For discussion: *Arthur Conan Doyle, “His Last Bow.”

Textbook: The West, chapter 22 and chapter 24, pps. 789-797.

November 24, 26: THANKSGIVING HOLIDAY

Week 15

November 29: Life in the Trenches

December 1: Science, Technology, and Weaponry in WWI

December 3: DISCUSSION
READINGS:

For Discussion: *Siegfried Sassoon, “The Rear Guard” (distributed in class)

Textbook: *The West*, chapter 24, pps. 797-824

**Week 16**

December 6: Shell shock

December 8: World War I and the Seeds of World War II

December 10: DISCUSSION

**READINGS**

For discussion: *Wilfred Owen, “Mental Cases”; *Hitler, Mein Kampf*, chapter 5.

Textbook: *The West*, chapter 25

***Final exam 11.15 section (section 2) Monday, December 13, 3-5.30***

***Final exam 1.25 section (section 4) Wed., December 15, 3-5.30***
Dr. Susan M. Abram
Office: 222A McKee
Phone: 227-2735
smabram@email.wcu.edu

HIST 151-02: TURNING POINTS IN EUROPEAN HISTORY
Spring Semester 2010
CRN 11888
McKee 209: MWF: 11:15 am-12:05 pm

Course Goals:
• To help students acquire an appreciation for the history of the diverse populations that forged today’s Europe and to understand the concept of “historical agency.”
• To understand particular events and trends in that are viewed as important turning points in European history.
• To consider the development of particular national identities and the debates over which groups to include as citizens.
• To recognize and understand primary and secondary source materials.
• To develop reading/discussion habits that will bring enjoyment and enlightenment and to encourage critical thinking.

Student Requirements:
Students are to attend class regularly, participate in class discussion, keep up with reading materials and turn all assignments in on time. Read all assigned material before you arrive to class. It is impossible to derive full benefit from this class without regular and active reading and classroom participation. If I feel that you come to class repeatedly unprepared, I retain the right to ask you to leave to go finish your reading before you return. I do not tolerate napping, reading or studying for other courses, or any other inappropriate actions that deny me your full attention. If I do not have that, I retain the right to ask you to leave the classroom. Roll will be taken on a regular basis. Disruptive behavior will not be tolerated, including repeatedly arriving late, persistent talking out of turn, distraCtive talking, cell phone or other electronic device use, including laptops (unless you have a special need), refusal to comply with reasonable instructor directions, insulting language or gestures, or any verbal or physical threats. Any offenders will face WCU policy for dealing with disruptive students.

Grades:

<table>
<thead>
<tr>
<th>Class Requirement</th>
<th>Points Available</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Group Participation</td>
<td>100</td>
<td>Accumulative</td>
</tr>
<tr>
<td>Athens papers 2 @ 100 ea.</td>
<td>200</td>
<td>See Schedule</td>
</tr>
<tr>
<td>Test</td>
<td>200</td>
<td>March 17</td>
</tr>
<tr>
<td>Historical Roots Project (Subject)</td>
<td>300</td>
<td>April 21</td>
</tr>
<tr>
<td>(Bibliography)</td>
<td>(10)</td>
<td>January 27</td>
</tr>
<tr>
<td>(Written paper)</td>
<td>(150)</td>
<td>April 21</td>
</tr>
<tr>
<td>(Presentation)</td>
<td>(100)</td>
<td>See Schedule</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
<td>May 4, 3:00-5:30 p.m.</td>
</tr>
</tbody>
</table>

1000-900 = A
899-800 = B
799-700 = C
699-600 = D
599-0 = F
Tests will be multiple choice, short IDs, and essay. The final will focus on material since the last test. You will need to bring a blue book and use an ink pen for each test.

Athens Papers:
Two papers are expected from every student during this project. Each must be at least 2 pages in length (standard 12-pnt font) and double spaced. Fractional groups can work on their papers to make one if they so choose but then will receive a group grade. Each required paper is worth 100 points.

Historical Roots of Modern Issues Project:
You will chose a modern-day issue and discuss its historical roots as it relates to European history. Your sources should include at least one primary source and four secondary sources that I have approved. Each project must be a 5-page, 12-point font, double-spaced analysis. (This means at least five full pages with standard margins.) I do not accept electronic submissions. All projects are due on or before Monday, November 30, even though there are three separate presentation days. For every class day late, I will deduct 5 points. These projects are worth 100 points each and must include:
1) Title of Project, Author’s Name, HIST 151-02, and Date.
2) Include introduction, main body of text, and conclusion.
3) BE SURE to PLACE the modern issue into historical context.
   a. Answer why this issue is important to Europeans today (leave out personal moral judgments and politics). CAUTION: THIS IS NOT A POSITION PAPER!!!!

Bibliography: You must use and cite at least four secondary sources. Wikipedia or other such online sources are not acceptable. Use Turabian or Chicago Manual of Style for your footnotes and citations or parenthetical reference if you are not a history major. I will take time in class to discuss these reference styles. If you still are not sure, make an appointment to see me. Do not wait until a week before this is due or you will have trouble. See Class Schedule for due dates for subject choice (worth 5 points), bibliography list (worth 20 point), and paper (worth 75 points). I will deduct 5 points for every day these are late. I do not accept electronic submissions. Remember: Plagiarism will get you an automatic F. If you do not understand what this is, come see me.

Discussions:
Participation grade will count for 100 points for the semester. Of course, this means that good attendance can only improve your participation grade. If you are not here, you obviously cannot participate. Questions will not necessarily have concrete right or wrong answers but will be designed to encourage students to critically think. The class will respect all opinions expressed.

Rental Text:
Brian Levack, et. al., The West: Transformations and Encounters

Required Supplemental Texts:
Plato, The Republic, 2nd ed.
Heda Margolius Kovaly, Under a Cruel Star: A Life in Prague, 1941-1968

In addition, students will be responsible for all class hand-outs, extra-readings, films, and lectures.

E-Mail and Telephone Communications
WCU e-mail will be our official form of communication. It is imperative that students regularly check their e-mail accounts for communications about the course. Use HIST 151-02 as your subject heading to prevent deletion. E-mail or the telephone cannot be used to discuss grades. If the nature of a student e-mail is too complex to answer electronically, you will be asked to come during office hours or to make an appointment at a mutually convenient time.

Special Accommodations
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Kimberly Marcus for more information at (828) 227-7234; e-mail: kmarchus@email.wcu.edu.

Academic Honesty
Academic dishonesty is a serious offense. Cheating, forged excuses, or plagiarism will result in disciplinary action, which can range from a lowered grade to failing the course. Students should become familiar with the policies regarding academic dishonesty by going online at http://catalog.wcu.edu/content.php?catoid=10&navoid=143#honestypolicy, which includes:

A. Cheating. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
B. Fabrication. Falsification or invention of information or citation in an academic exercise.
C. Plagiarism. Representing the words or ideas of someone else as one's own in an academic exercise.
D. Facilitation of Academic Dishonesty. Helping or attempting to help someone else to commit an act of academic dishonesty, such as allowing another to copy information during an examination or other academic exercise.

It is very important to understand plagiarism when working on any writing assignment. I will gladly assist any student who is unclear about what constitutes plagiarism.

Withdrawal
The last date students are allowed to withdraw from courses without penalty is March 18, 2010.

Make-Up Examinations
1. Only students with university excused absences will be allowed to take make-up exams.
2. The following are considered excused absences: illness of the student, serious illness or death of a student's immediate family member, participation in University-sponsored activities (with appropriate official notification no later than one week after the absence), religious holidays, military orders to report for duty, subpoena for court appearances or other special circumstances. In the event you miss an exam, you must present a written cause of absence, including the phone number of the appropriate person for me to contact in order to verify the information provided. I will keep a copy.
3. It is the responsibility of the student to provide written verification of excused absence as well as to contact me to arrange a make-up exam. I will not contact you regarding missed work.
4. As a general rule, make-up tests must be taken within two weeks of the missed date.
5. There will be no make-up opportunities for reading quizzes without an excused absence.

Other Deadlines
Except for exceptional circumstances or excused absence as listed above, there are NO EXTENSIONS on deadlines for papers and other required coursework.

LECTURE AND READING SCHEDULE

Mon  1/11  Introduction

PART I: The Threshold of Democracy: Athens in 403 B.C.
Wed  1/13  Summary of Athenian History (Part I)
Fri  1/15  Summary of Athenian History (Part II)
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/18</td>
<td>Mon</td>
<td>Martin Luther King Jr. Birthday-HOLIDAY-NO CLASS</td>
</tr>
<tr>
<td>1/20</td>
<td>Wed</td>
<td>Plato and <em>The Republic</em> (Book I pp. 3-40)</td>
</tr>
<tr>
<td>1/22</td>
<td>Fri</td>
<td>Plato and <em>The Republic</em> (Book II pp. 40-76)</td>
</tr>
<tr>
<td>1/25</td>
<td>Mon</td>
<td>Plato and <em>The Republic</em> (Book III pp. 76-117)</td>
</tr>
<tr>
<td>1/27</td>
<td>Wed</td>
<td><strong>DUE: On 3x5 Index Card, PROJECT SUBJECT</strong> (worth 10 pnts.) Distribution of Roles</td>
</tr>
<tr>
<td>1/29</td>
<td>Fri</td>
<td>Plato and <em>The Republic</em> (Book IV pp. 117-156)</td>
</tr>
<tr>
<td>2/1</td>
<td>Mon</td>
<td>Factional Meetings</td>
</tr>
<tr>
<td>2/3</td>
<td>Wed</td>
<td>Plato and <em>The Republic</em> (Book V pp. 157-204)</td>
</tr>
<tr>
<td>2/5</td>
<td>Fri</td>
<td>Plato and <em>The Republic</em> (Book VI pp. 204-240)</td>
</tr>
<tr>
<td>2/8</td>
<td>Mon</td>
<td>Factional Meetings</td>
</tr>
<tr>
<td>2/10</td>
<td>Wed</td>
<td>Public Session #1 (One paper from each faction due)</td>
</tr>
<tr>
<td>2/12</td>
<td>Fri</td>
<td>Public Session #2 (One paper from each faction and 2 indeterminates)</td>
</tr>
<tr>
<td>2/15</td>
<td>Mon</td>
<td>Full Session #3 (Final first paper submissions (remainder of students)</td>
</tr>
<tr>
<td>2/17</td>
<td>Wed</td>
<td>Full Session #4 (Second paper submissions from each faction)</td>
</tr>
<tr>
<td>2/19</td>
<td>Fri</td>
<td>Full Session #5 (Second papers; one from all factions; 2 indeterminates)</td>
</tr>
<tr>
<td>2/22</td>
<td>Mon</td>
<td>Full Session #6 (Second papers; remainder of all students)</td>
</tr>
<tr>
<td>2/24</td>
<td>Wed</td>
<td>Conclusion and Post-Mortem Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>PART II: Dark Ages, Enlightenment, and Reformation</strong></td>
</tr>
<tr>
<td>2/26</td>
<td>Fri</td>
<td>Renaissance</td>
</tr>
<tr>
<td>3/1</td>
<td>Mon</td>
<td>Dark Ages</td>
</tr>
<tr>
<td></td>
<td>Wed-Fri</td>
<td>3/3-3/5 NO CLASS (FALL BREAK)</td>
</tr>
<tr>
<td>3/8</td>
<td>Mon</td>
<td>Reformation</td>
</tr>
<tr>
<td></td>
<td>DUE: Bibliography for Project (worth 40 pnts.)</td>
<td></td>
</tr>
<tr>
<td>3/10</td>
<td>Wed</td>
<td>Scientific Revolution and Enlightenment</td>
</tr>
<tr>
<td>3/12</td>
<td>Fri</td>
<td>English and French Revolutions</td>
</tr>
<tr>
<td>3/15</td>
<td>Mon</td>
<td>Industrial Revolution and “Modernization”</td>
</tr>
<tr>
<td>3/17</td>
<td>Wed</td>
<td>TEST</td>
</tr>
<tr>
<td>3/18</td>
<td>Thur</td>
<td>Last day to withdraw with no grade penalty</td>
</tr>
<tr>
<td>3/19</td>
<td>Fri</td>
<td>Imperialism</td>
</tr>
<tr>
<td>3/22</td>
<td>Mon</td>
<td>WWI</td>
</tr>
<tr>
<td>3/24</td>
<td>Wed</td>
<td>Russian Revolution</td>
</tr>
<tr>
<td>3/26</td>
<td>Fri</td>
<td>Russian Revolution</td>
</tr>
<tr>
<td></td>
<td>Mon-Fri</td>
<td>3/29-4/2 SPRING BREAK-NO CLASSES</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>PART III: WWII and the Cold War</strong></td>
</tr>
<tr>
<td>4/5</td>
<td>Mon</td>
<td>Begin Reading: <em>Under a Cruel Star</em></td>
</tr>
<tr>
<td>4/7</td>
<td>Wed</td>
<td>Fascism and Nazism</td>
</tr>
<tr>
<td>4/9</td>
<td>Fri</td>
<td>WWII</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>-------</td>
</tr>
<tr>
<td>4/12</td>
<td>Mon</td>
<td>Stalinism and the Cold War</td>
</tr>
<tr>
<td>4/14</td>
<td>Wed</td>
<td>Under a Cruel Star</td>
</tr>
<tr>
<td>4/16</td>
<td>Fri</td>
<td>Under a Cruel Star</td>
</tr>
<tr>
<td>4/19</td>
<td>Mon</td>
<td>Under a Cruel Star</td>
</tr>
<tr>
<td>4/21</td>
<td>Wed</td>
<td>HISTORICAL ROOTS of MODERN ISSUES: PROJECT DUE FOR EVERYONE!!! HISTORICAL ROOTS of MODERN ISSUES (Presentations)</td>
</tr>
<tr>
<td>4/23</td>
<td>Fri</td>
<td>HISTORICAL ROOTS of MODERN ISSUES (Presentations)</td>
</tr>
<tr>
<td>4/26</td>
<td>Mon</td>
<td>HISTORICAL ROOTS of MODERN ISSUES (Presentations)</td>
</tr>
<tr>
<td>4/28</td>
<td>Wed</td>
<td>HISTORICAL ROOTS of MODERN ISSUES (Presentations)</td>
</tr>
<tr>
<td>4/30</td>
<td>Fri</td>
<td>Review for Final Exam     LAST DAY OF CLASS</td>
</tr>
</tbody>
</table>

**FINAL EXAM: Monday May 3, 3:00-5:30 p.m.**
POLICY NOTES and SYLLABUS for HISTORY 152
BIOGRAPHY IN EUROPEAN HISTORY
or
“MODERN WARLORDS WE HAVE KNOWN”
FALL SEMESTER 2009

INSTRUCTOR: Dr. D. R. Dorondo
OFFICE: McKee 227-C.
OFFICE PHONE: 828-227-3908.
MAILING ADDRESS: Department of History; Western Carolina University; Cullowhee, North Carolina 28723.
ELECTRONIC MAILING ADDRESS: dorondo@email.wcu.edu.
OFFICE HOURS: MWF 11:00-11:55 and by appointment only.

OBJECTIVE: In this course students will familiarize themselves with, and gain a more thorough understanding of, European history in the modern age through the lens of the biographies of certain great men. Such individuals shaped the times in which they lived and were, in turn, shaped by them. Consequently, these historical actors merit closer, discreet examination.

In some instances we will see these actors bend history to their will; in other cases, we will witness these individuals’ failure to control what appear to be larger and more amorphous “historical forces.” Whether the “great man makes history” or is made by it constitutes a perennially intriguing question that may be unanswerable. It is for this very reason that persons such as those whom we will observe remain so fascinating.


REQUIRED SUPPLEMENTAL TEXTS: Charles Cogan, Charles de Gaulle (Bedford); Bruce F. Pauley, Hitler, Stalin, and Mussolini (Harlan Davidson); John Keegan, Winston Churchill (Penguin).

ATTENDANCE POLICY: Be here – all the time. (Members of the class are allowed three absences without penalty. Absences numbering more than three may be penalized by the reduction of the semester’s grade by three points per absence.)

CONTACT POLICY: All class e-mails will be sent to students addresses as indicated in MyCat.

EXAMINATIONS: Members of the class will have four regularly scheduled examinations (approximately every four weeks; dates to be announced). Examinations will be essays and/or short identifications. Each examination will comprise 25% of the semester’s grade.

Accommodations for Students with Disabilities:
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services and/or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the office directly for more information. Phone: (828) 227-2716.
SYLLABUS

Nota bene: The syllabus is provisional and may be adjusted for inclement weather, holidays, etc.

Wk 1: Discussion of Syllabus, Policy Notes, and the “Nature of Biography.”

Wk 2-3: Benito Mussolini – Emperor of Clay. 
Noble and Strauss, pp. 745-750; 826-831; 836-839; Chapter 25; pp. 890-895; 931-938; Chapter 28. 
Pauley, Chapter 1; pp. 21-31; 54-60; 100-102; 130-135; 160-172; 180-185; 199-205; 213-216; Chapter 11.

Wk 4-5: Joseph Stalin – The Red Tsar.
Noble and Strauss, pp. 833-836; Chapter 25; 884-890; 920-923; Chapter 28; 999-1003. 
Pauley, Chapter 1; pp 11-21; 48-54; 72-83; 95-99; 125-130; 151-160; 190-193; 206-226; Chapters 10 and 11.

Wk 6-8: Adolf Hitler – The Second Horseman. 
Noble and Strauss, 900-903; 924-931; 938-945; Chapter 28. 
Pauley, pp. Chapter 1; 31-47; 61-71; 88-94; 95-97; 102-114; 116-124; 135-150; 160 180; 185-199; Chapters 9 and 11.

Wk 9-12: Winston Churchill – Their Finest Hour. 
Noble and Strauss, Chapter 25; Chapter 28. 
Keegan, the entire text

Noble and Strauss, Chapters 25-28; 990-999. 
Cogan, the entire text.
Religion in America
History 171-02
#11270
Spring 2011
TuTh 2:05 – 3:20 p.m.
208 McKee

Dr. Mary Ella Engel
222B McKee
mengel@email.wcu.edu
Office phone: 227-3838
Office hours:
TTh 12:30 – 2:00 p.m.
and by appointment

In God We Trust. Historians tell us that the United States is the most religious nation on earth. So religious, in fact, that we demonstrate our commitment to providence on our currency, both paper and coin. If America is the most religious country in the world, how did we get that distinction? This course is designed as an introduction to religion in the United States, with an emphasis on the rich diversity of religious practice in the nation. Our goal is to explore the nature of religion in American society by considering the interaction of its various participants – including women, racial and ethnic minorities, and religious “outsiders” – in shaping American culture. The course will pay particular attention to the impact religion has had on our nation’s history and inversely how religious traditions have been shaped by their encounter with American culture.

Course Objectives:

By the end of this course:

1. Students will be able to evaluate the role of religion as a causal force in American history and American culture.

2. Students will be able to describe major trends and conflicts in American religious history.

3. Students will be able to examine the historical issues created by religious diversity in the United States.

Note: This is not a course about religious doctrine, which religion is “right,” or about your personal search for spiritual Truth. This class is a forum of ideas about the role of religion in America, not a platform for propagating a particular viewpoint. Our discussions will be carried out in a way that allows us to share ideas in an atmosphere of respect, the very foundation of a university education. Disrespect for colleagues in word or deed will be dealt with quickly and punitively.
These are the objectives for this course per university guidelines.

**Liberal Studies Objectives:**

This course is a Perspectives course. The primary goals of the Perspectives courses are:

- To promote love of learning and to cultivate an active interest in the Liberal Studies;
- To build on the Core’s foundation through practice and refinement of areas of academic emphasis;
- To provide students with a broadened world view and knowledge base;
- To provide experiences in the arts, humanities, and social sciences from which connections between disciplines can be revealed;
- To provide an introduction to the challenges of living in a global society;
- To create opportunities for reflection on values, and for discussing differences in values in a critical yet tolerant manner;
- To afford opportunities to make career or disciplinary choices.

In addition, each Perspectives course will be expected to include emphasis on one or more of the following:

- Critical analysis of arguments
- Oral communication
- Service learning
- Moral reflection
- Cultural diversity
- Any other creative but defensible area of intellectual development that a discipline wants to focus on, and that the program chooses to adopt.

**P4: Humanities**

This course satisfies the P4 Perspective requirement of the Liberal Studies Program. In it, you will be exposed to landmark texts that embody the traditional Western heritage of humanity’s attempt to understand the human condition and that engage you in the exploration of the significance of human modes of being, thought, and values in your life. As in all Liberal Studies Perspective Offerings, this course will emphasize reading, writing, and the use of information, as well as one or more of the following: critical analysis, oral communication, service learning, moral reflection, and cultural diversity.
Class Presentation:

In this course you are expected to do more than simply memorize names and dates; rather, you should be prepared to engage and discuss the ideas that shaped historical events. You will be asked to critically analyze actions and arguments. You will be expected to demonstrate your reading comprehension and your ability to write and speak clearly.

This course will consist of lectures, discussions, films, assigned readings, book quizzes, and exams. Students are responsible for all information contained in the textbook and additional readings, films, and class discussions. Note-taking is absolutely essential for successful completion of this course as the exams will rely heavily on material taken from my lectures.

Rental Text:

Patrick Allitt, ed., *Major Problems in American Religious History*

Supplementary Books:

Charles M. Sheldon, *In His Steps*

James Baldwin, *Go Tell It on the Mountain*

NOTE: The supplementary texts may be purchased at the bookstore; however, the rental text and supplementary books are on reserve at the library for students in this class. I believe the full texts of both are also available online.

Course Requirements:

Exams: There will be two midterms and a final exam in this course. Exams may include multiple choice questions, identification/significance, and an essay component. Do not schedule travel, job interviews, or other personal activities for days on which examinations are scheduled. Please speak with me in advance if you anticipate a conflict. All make-up exams (including book quizzes) will be scheduled on an individual basis.

Book Quizzes: There will be two in-class quizzes on the assigned supplementary texts, *In His Steps* and *Go Tell It on the Mountain*.

Reading Journal: Each week you will be assigned readings from the rental text, *Major Problems in American Religious History*. After reading the material, you must consider the question that corresponds with those readings, and write a thoughtful response. Your response should require no more than one typed page each week. You will turn your collected responses in at the end of the semester.

Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm #1</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm #2</td>
<td>15%</td>
</tr>
<tr>
<td>Final</td>
<td>15%</td>
</tr>
<tr>
<td>Reading Journal</td>
<td>15%</td>
</tr>
<tr>
<td>Book Quiz #1</td>
<td>15%</td>
</tr>
<tr>
<td>Book Quiz #2</td>
<td>15%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>
**Attendance:** I expect you to attend class. In fact, you cannot be successful if you do not attend class. You will be allowed three absences without any effect on your final grade. Your participation grade will be lowered ten points for each class absence beyond three.

Students with other conditions or situations potentially affecting their class work or attendance (such as extended illness, pregnancy, family emergencies, military deployment, etc.) should discuss them with me as soon as the situation arises.

**Class Withdrawal:** Please be aware that it is your responsibility to officially withdraw from class if you decide that this course does not fulfill your educational goals. Students who simply stop attending must be assigned a final grade at the end of the semester. In addition, students who stop attending class but do not officially withdraw are reported to the Financial Aid Office. This may result in the revocation of financial assistance from the university and require repayment of money disbursed for the current semester. For more information on withdrawing from class, consult with the Office of the Registrar.

**Academic Dishonesty:** Western Carolina University, a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity.

Academic dishonesty in any form will not be tolerated.

Academic dishonesty includes the following:

- Cheating, defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- Fabrication, defined as the intentional falsification or invention of information or citation in an academic exercise.
- Plagiarism, defined as intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.
- Facilitation of Academic Dishonesty, defined as intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

For specific information on procedures for cases involving allegations of academic dishonesty, see relevant sections in the Student Handbook.

**Accommodations for Students with Disabilities:**
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office’s website: [http://www.wcu.edu/12789.asp](http://www.wcu.edu/12789.asp).

**Class Courtesy:**
If you should arrive after class has begun, please take your seat quietly and be sure to see me after class to make sure you are recorded as present. I am always happy to entertain your comments and questions during class, but private conversations with your classmates are discourteous and distracting. Cellphones also prove a distraction in class. Please turn your phone off when you enter the classroom. Laptops may not be used in class.
Schedule of Classes and Readings:

*Please consider this a plan and not a contract. I reserve the right to adjust the schedule as we proceed through the semester.

**January 13 – January 18**  
*Course Introduction*

**January 20**  
*American Exceptionality?*

**January 25 – January 27**  
*Euro-Indian Encounters*  
**Native American Belief Systems**  
Read MP: “Bernal Diaz del Castillo,” pp. 25-27  
“Joseph Jouvency, a Jesuit Priest,” pp. 30-32  
“Mary Jemison Describes,” pp. 34-36  
**Question:** How did Europeans understand and respond to Native American religious views? Which religious beliefs did Native Americans and Europeans have in common?

**February 1 – February 3**  
*Religion in Europe*  
*The Migration to America*  
Read MP: “John Winthrop Outlines His Plan,” pp. 61-62  
“Maryland’s Act of Religious Toleration,” pp. 66-67  
**Question:** According to these colonial administrators, what role should religion play in the colonies?

**February 8 – February 10**  
*Puritans in America*  
*Religious Conflict in the New World*  
Read MP: “Morgan Godwin Describes the Troubles,” pp. 70-71  
“Cotton Mather Advises,” pp. 72-75  
**Question:** What forces – natural and supernatural – threatened the New World? How were colonists to combat those forces?

**February 15 – Exam #1**

**February 17 and February 24**  
*The Great Awakening*  
*Religion and Revolution*  
*Religion in the Early Republic*  
Read MP: “John Witherspoon Preaches,” pp. 102-104  
“Jonathan Boucher’s Loyalist Sermon,” pp. 104-106  
“Anthony Benezet, Quaker, Denounces War,” pp. 107-108  
“Isaac Jackson, Quaker, Protests Persecution,” pp. 108-109  
**Question:** In what ways was Christianity invoked to justify/oppose America’s Revolutionary War? And why were Quakers so unpopular?

**February 22 – Advising Day – no class**

**March 1 – March 3 – Break – no class**
March 8 – March 10
Second Great Awakening
Religion and Reform
Read MP: “Lucy Wight Meets Shaker Leader Mother Ann Lee,” pp. 127-129
“Charles Grandison Finney Stirs Up Religious Emotions,” pp. 132-134
“Joseph Smith Explains,” pp. 134-137
Question: Which is more striking about the religious movements that emerged during the Second Great Awakening: their similarities or their differences?

March 15
Religion in the Antebellum South
Read MP: “Angelina Grimke Uses the Bible,” pp. 176-179
“Frederick Douglass Compares Southern Slaveowners’ Religion,” pp. 179-180
“Thornton Stringfellow Argues That the Bible is Proslavery,” pp. 180-182
Question: How did proslavery writers use the Bible to justify slavery? In what ways was the Bible also used to support abolitionism?

March 17 – no class

March 22 – Exam #2

March 24 – March 29
Religion in the Post War Age
Darwin and Higher Criticism
The Social Gospel
Fundamentalism
“Lyman Abbott Argues,” pp. 261-263
“Washington Gladden Explains Higher Criticism,” pp. 266-268
“William Jennings Bryan Defends,” pp. 268-269
Question: Why did new intellectual currents like Darwinism and Higher Criticism pose difficulties for America’s churches?

March 31 – Book Quiz – In His Steps

April 5
War and Religion in the 20th Century
“Reinhold Niebuhr Explains,” pp. 331-333
“Christian Century Editors Urge,” pp. 335-337
“James E. Wood Surveys Church Protests,” pp. 339-342
Question: How did differing images of Christ – as either the ultimate warrior or ultimate pacifist – shape opinions regarding warfare in the 20th century?

April 7
Religion and the Civil Rights Movement
Religion and Feminism
Read MP: “Elizabeth Cady Stanton Finds Feminist Implications,” pp. 270-271
“Martin Luther King, Jr., Preaches,” pp. 360-362
Question: In what ways do these writers use Christianity to encourage equality? Why would they find it persuasive, or even necessary, to use religious arguments?

April 12 – April 14
Film: Marjoe
April 19

Religious Counterculture
Read MP: “Hal Lindsey Foresees,” pp. 398-400
“J. Stillson Judah Explains Why Hippies Join,” pp. 400-403
“David Chidester Traces,” pp. 403-407
“Starhawk Advocates Witchcraft,” pp. 407-409
“Carol Christ is Initiated,” pp. 409-412

Question: The “religious counterculture” of the 60s and 70s unleashed both positive and negative forces. What characteristics, if any, do you consider negative?

April 21 – Break – no class

April 26 – Book Quiz – Go Tell It on the Mountain

April 28

Issues of Church and State
Multiple Perspectives
Read MP: “Charles Munzy Attends,” pp. 431-434
“Richard Rodriguez Recalls,” pp. 434-437
“Richard Wormser Describes,” pp. 440-444
“Prema Kurien Explains,” pp. 444-448

Question: America is usually considered the most religiously diverse nation in the world. What explains this diversity?

Final Exam Scheduled for Monday, May 2, from 12:00 to 2:30 p.m.
Reading Journals are due by the final exam.
Objectives

Welcome to Hist 175, an introductory course on Native American history, which fulfills the Humanities requirement of WCU’s Liberal Studies program. The Liberal Studies program intends Humanities courses to expose students to "landmark texts that embody the traditional Western heritage of humanity's attempt to understand the human condition." Humanities courses are also meant to engage students in "the exploration of the significance of human modes of being, thought, and values in your life." (Quotes taken from "Liberal Studies Objectives," available at www.wcu.edu/liberalstudies)

In addition to those general goals, I have designed the course to help students:

- Recognize the depth of human history in North America
- Learn about selected Native cultures and societies before European colonization
- Understand Native American responses to European colonization and Euro-American expansion
- Recognize the complexity of relations between Native Americans and colonial newcomers
- Recognize and understand Native American persistence in the United States
- Improve their skills in reading, critical thinking, and written and oral communication

Assigned Books

Lynda Norene Shaffer, Native Americans Before 1492: The Moundbuilding Centers of the Eastern Woodlands
Colin Calloway, Shawnees and the War for America
Jeffrey Ostler, Lakotas and the Black Hills: The Struggle for Sacred Ground

All of these books are currently available at the WCU bookstore. The Shaffer book is the rental text. The other three are available for purchase. You should also be able to find inexpensive copies through online booksellers like Amazon. I priced used copies of the Calloway and Ostler books on Amazon just before the semester started. You could buy them for about $12 total.

Course Structure

Sadly, we can't cover the entire sweep of the Native American past in a single semester (I've tried, and it doesn't work). In order to narrow the topic down a bit, I have structured the class around three particular questions. These are certainly not the only possible questions about Native American history, but they are questions that I like to consider. For each question, I have selected specific Native peoples and historical scenarios for the class to study.

1. What was America like before colonization?

In this section of the class, we will focus on the mound-building cultures of eastern North America. There are earthworks all over this region. In fact, there was a mound
on this campus, until WCU bulldozed it to build Killian Hall (a very bad thing to do, by the way). The earthworks serve as a reminder of how long Native Americans have been here and an invitation to examine that deep past.

2. What happened when people from the "Old World" arrived on this continent?

In this section, we will look at various "contact" situations - early colonial encounters between Native Americans and newcomers. In particular, we will read and think about relations between Chesapeake Bay Indians and the English at Jamestown, before examining the experience of the Shawnees in the Ohio River Valley in the eighteenth and early nineteenth centuries.

3. How did Native peoples manage to persist within the United States?

As you may know, the United States mounted a strong effort in the nineteenth century and early twentieth century to assimilate Indians and dismantle tribal communities and cultures. Tribal communities, however, managed to persist within the US and, in many cases, flourish. In examining this history, we will focus on the Lakotas.

I have not included a specific unit dealing with the people of this place, the Cherokees; however, I will frequently bring Cherokee topics into our discussion of the issues detailed above.

Attendance and Participation

You must attend all class meetings. I will track your attendance and reduce your grade by 10 points per class if you miss more than two meetings in the semester. Moreover, I make notes on student participation, and, obviously, if you are not present you cannot participate. Missed classes will result in a diminished participation grade, which will, in turn, seriously undermine your semester grade.

Participation grades will reflect contributions to discussion, work in small-group exercises, and in-class writing. I have posted a participation evaluation rubric on WebCat.

Reading Assignments

Reading assignments must be completed before the assigned class period. Most class meetings will have some activity based on the reading - a short in-class writing assignment, for example, or a small-group exercise - so it is vital that you come to class prepared.

Quizzes - Content

You will take seven quizzes over the course of the semester. These will consist of four or five short-answer questions on the reading assigned for the day the quiz is taken. These will be open-note quizzes, but not open-book, so, obviously, I am encouraging you to take careful notes on the reading. I will announce a few of these quizzes ahead of time, but most will be unannounced. I will drop the lowest quiz score out of the seven.

Map Quiz

On Feb 10, you will take a short map quiz testing your ability to locate the homelands of various Native peoples at the time of European contact. I will put a map on WebCat with the various homelands labeled. On the day of the quiz, you will receive a blank map and a list of tribes. You will place the names of the tribes on the map in their correct places. This will not be one of the seven quizzes described above (and it will not be open-note), but a separate assessment.

Exams - Interpretation and Synthesis

You will take two take-home essay exams. On the days indicated in the semester
schedule, you will receive a list of three or four questions. You will have one week to write essays (800-1000 words, word-processed) answering two of the questions. We will discuss the exam format in greater detail later in the semester. The final exam will focus on material encountered since the midterm, but some questions will allow you to draw upon earlier material, as well.

**Essay - Interpretation**

In addition to the essay exams, you will write an essay (800-1000 words, word processed) on a specific question dealing with the Calloway book on the Shawnees in the eighteenth and nineteenth centuries. I will post a more detailed assignment sheet for this essay, along with a grading rubric, to WebCat later in the semester.

**Points and Grades**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes:</td>
<td>20 pts each</td>
</tr>
<tr>
<td>Map Quiz:</td>
<td>20 pts</td>
</tr>
<tr>
<td>Midterm Exam:</td>
<td>100 pts</td>
</tr>
<tr>
<td>Final Exam:</td>
<td>100 pts</td>
</tr>
<tr>
<td>Shawnee Essay:</td>
<td>60 pts</td>
</tr>
<tr>
<td>Participation:</td>
<td>100 pts</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>500 pts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>490-500</td>
</tr>
<tr>
<td>A</td>
<td>461-489</td>
</tr>
<tr>
<td>A-</td>
<td>450-460</td>
</tr>
<tr>
<td>B+</td>
<td>440-449</td>
</tr>
<tr>
<td>B</td>
<td>411-439</td>
</tr>
<tr>
<td>B-</td>
<td>400-410</td>
</tr>
<tr>
<td>C+</td>
<td>390-399</td>
</tr>
<tr>
<td>C</td>
<td>361-389</td>
</tr>
<tr>
<td>C-</td>
<td>350-360</td>
</tr>
<tr>
<td>D+</td>
<td>340-349</td>
</tr>
<tr>
<td>D</td>
<td>311-339</td>
</tr>
<tr>
<td>D-</td>
<td>300-310</td>
</tr>
<tr>
<td>F</td>
<td>0-299</td>
</tr>
</tbody>
</table>

**A Note About Grades**

A's are relatively rare in WCU history classes. To receive an A, you must perform at an excellent level throughout the semester and in all areas of the class. A's are particularly difficult to earn on essays and essay exams. When writing essays, you should not think of yourself as starting with 100 percent and then losing points as you make mistakes. Rather, you should think of yourself as starting with an average grade (in my classes, this is usually a high C) and then moving up or down according to your performance. I don't fail too many students, but I give few A's.

A grade of B reflects proficient and competent work throughout the semester and in all areas of the class. A grade of C usually reflects basic performance throughout the semester or uneven performance. A D is defined as poor, but still passing, work.

**Academic Honesty**

Western Carolina University, a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes the following:

- **A. Cheating.** Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- **B. Fabrication.** Falsification or invention of information or citation in an academic exercise.
- **C. Plagiarism.** Representing the words or ideas of someone else as one’s own in an academic exercise.
- **D. Facilitation of Academic Dishonesty.** Helping or attempting to help someone else to commit an act of academic dishonesty, such as allowing another to copy
information during an examination or other academic exercise.

(Source: 2010-2011 Undergraduate Catalog, catalog.wcu.edu)

If I find you have cheated or plagiarized, I will give you an F for the course (you
will not be able to withdraw). I will also report the violation to my department
head, who may recommend taking the matter to the college dean and the student affairs
office for further action.

The Way to Get a Good Grade in This Class

Work steadily, complete all of the reading on time, and participate in class
discussion and exercises. Remember that participation requires advanced planning.
You should come to class prepared with questions or points that you want to raise in
discussion.

Seeking Help Promptly

If you find yourself falling behind or feeling overwhelmed, seek help promptly. Often
students wait to find assistance until it is too late to avoid a poor grade. Schedule
a meeting with me, come by during office hours, or contact one of the academic support
offices, such as the writing center (227-7197) or tutoring center (227-2274).
Depending on the circumstances, you may also want to consider contacting the
counseling center (227-7469).

Mobile Phones, Texting, etc.

All mobile phones and other electronic communication devices must remain off during
class. If your phone becomes a nuisance to me (and phones annoy me easily), I will
lower your semester grade. If the trouble persists, I will ask you to withdraw from
class. That goes for texting in class. I can almost always see you doing it, and it
makes you look quite stupid. You are welcome to use a laptop in class (especially now
that the university lacks the money for paper), but you may not use it for any purpose
other than class activities. If you violate this policy, I will reduce your semester
grade by 50 points (one full grade).

Accommodations for Students with Disabilities

Western Carolina University is committed to providing equal educational opportunities
for students with documented disabilities. Students who require reasonable
accommodations must identify themselves as having a disability and provide current
diagnostic documentation to Disability Services. All information is confidential.
Please contact Disability Services for more information at (828) 227-2716 or 144
Killian Annex. You may also visit the office’s website: http://www.wcu.edu/12789.asp
Semester Schedule

Jan 11 Course Introduction

1. Ancient America

Jan 13 Origins
   Shaffer, 3-27

Jan 18 Archeology and Oral Tradition
   Reading: Cherokee Origin Narratives (WebCat)

Jan 20 Poverty Point
   Reading: Shaffer, 28-37; Poverty Point Images (WebCat)

Jan 25 Cahokia and Mississippian Peoples
   Reading: Shaffer, 51-72; Cahokia Images (WebCat)

Jan 27 Casqui / Decline of Mississippian Chiefdoms
   Reading: Shaffer, 73-100; Garcilaso de la Vega's description of Casqui
   (WebCat); Parkin/Casqui Images (WebCat)

Feb 1 Archeological Controversies

Feb 3 Local Battles
   Reading: Franklin Controversy Documents (WebCat)

Feb 8 Contact
   Reading: John Smith's Narrative (WebCat)

Feb 10 Tsenacommacah
   Reading: Helen Rountree, Pocahontas's People, 3-28 (WebCat)
   **Map Quiz**

Feb 15 Powhatan and Jamestown

Feb 17 Other Contact Points
   **Midterm Questions Distributed**

Feb 22 NO CLASS (ADVISING DAY)

Feb 24 **Midterm Essays Due**

Mar 1 SPRING BREAK

Mar 3 SPRING BREAK

Mar 8 Indians and Empires
   Reading: Calloway, introduction, 1-21; Documents - Shawnee World (WebCat)
   **Essay Assignment Posted to WebCat**

Mar 10 Ohio Valley in the Seven Years War
   Calloway, 22-42

Mar 15 Revolutions
   Calloway, 43-84; Diplomatic Records (WebCat)

Mar 17 Confederations
   Calloway, 85-125

Mar 22 Prophecy and Resistance
   Calloway, 126-178

Mar 24 Tecumseh's America
   **Essay Due**
3. Persistent Peoples

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 29</td>
<td>Worlds of the Plains</td>
<td>Ostler, introduction, 3-27; Plains Images (WebCat)</td>
</tr>
<tr>
<td>Mar 31</td>
<td>Facing the American Empire</td>
<td>Ostler, 28-79</td>
</tr>
<tr>
<td>Apr  5</td>
<td>Losing the Black Hills</td>
<td>Ostler, 80-103; Native Accounts of the Little Bighorn (WebCat); Custer Images (WebCat)</td>
</tr>
<tr>
<td>Apr  7</td>
<td>NO CLASS (INSTRUCTOR COMMITMENT)</td>
<td></td>
</tr>
<tr>
<td>Apr 12</td>
<td>The Reservation Era</td>
<td>Ostler, 105-138</td>
</tr>
<tr>
<td>Apr 14</td>
<td>Persistence and Revival</td>
<td>Ostler, 139-191</td>
</tr>
<tr>
<td>Apr 19</td>
<td>Continuing the Struggle</td>
<td></td>
</tr>
<tr>
<td>Apr 21</td>
<td>NO CLASS (EASTER)</td>
<td></td>
</tr>
<tr>
<td>Apr 26</td>
<td>Declarations</td>
<td>UN Declaration on Indigenous Rights (WebCat)</td>
</tr>
<tr>
<td></td>
<td><strong>Final Exam Questions Distributed</strong></td>
<td></td>
</tr>
<tr>
<td>Apr 28</td>
<td>Make-Up Quizzes</td>
<td>(Students who have not missed quizzes are excused)</td>
</tr>
<tr>
<td>May 3</td>
<td><strong>Final Exam Essays Due</strong></td>
<td></td>
</tr>
</tbody>
</table>
Course Objective:
HIST 181 – Religion in European History familiarizes students with the critical institutional and socio-political role played by organized religion in modern European history. For as long as the concept of “Europe” has existed, religion, and more specifically Judeo-Christian religion, has assumed a formative role in shaping the history and culture of scores of nations and millions of people from Iceland to Russia and from the Arctic to the shores of North Africa. To this development must now, in the twenty-first century, be added the rapid growth of Islam, a phenomenon bearing within it unforeseeable consequences. This course will not be one in theology, although theological matters and disputes will necessarily be mentioned. Rather, the emphasis will rest in the aforementioned institutional characteristics of European religious history.

Required Text (Adopted Rental): Rene Remond, RELIGION AND SOCIETY IN MODERN EUROPE. This text is available in the University Bookstore.

Course-requirements – Examinations:
Students will have four examinations. Each of the first three exercises will constitute 20% of the semester’s grade. The fourth exercise will constitute 30%. Oral participation constitutes 10% of the semester’s grade.

Policy on Attendance: Be here – all the time.

Required Supplemental Texts:

The required texts may be supplemented by occasional handouts. Such handouts are considered required reading and are subject to examination.

Accommodations for Students with Disabilities:
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential.
The Syllabus

Week 1: Introduction, discussion of policy notes and syllabus.
Reading: TBA.

Week 2: Islam, the Fall of Constantinople, and Its Consequences for Christian Europe.
Reading: Neuhaus, vii-51.

Week 3: The Reformation – Signs of Disintegration.

Reading: Same as for Wk.3

Week 5: The Council of Trent, the Catholic Reformation, and the Thirty Years’ War.
Reading: Dunn, 58-102.

Week 6: The Challenge of the French Revolution.

Week 7: Romanticism and the “Religious Restoration.”
Reading: Remond, 90-106.

Week 8: Assault on Christian Europe #1 -- Nationalism.
Reading: TBA.

Week 9-10: Assault on Christian Europe # -- Communism.
Reading: TBA.

Week 11-12: Assault on Christian Europe #3 -- Fascism, Nazism, and the War Against the Jews.
Reading: TBA.

Reading: Excerpts from *The Documents of Vatican II*.

Week 14: The Challenge of Islam.
Reading: Weigel, all.

Week 15: Is Europe Christian?
Reading: Same as Wk. 14.

Week 16: Pope John Paul II.
Reading: Same as Wk. 15 and Neuhaus, 114-124.

Week 15: Concluding Thoughts. Final examination.
This course grants us the privilege of reading, analyzing, and discussing in historical context the epic literature and seminal texts of three the ancient world's most compelling ancient cultures - Sumerians, Greeks, and Romans, with some brief asides focusing on Anglo-Saxons, Hebrews, and others. We will consider not only the messages and meanings of these texts, but their authors, the context within which the texts were composed, the means and style of their composition – that is, we are looking at these “mythic” texts with a historian’s eye. What does literature tell the historian about each society’s goals, needs, and beliefs? When is literature really “history”? What do history and archaeology tell us about the “truth,” if any, behind creation stories, epics and sources beyond traditional “history?”

RENTAL / REQUIRED TEXTS (available at WCU Bookstore; Listed in order of use):

- Textbook:
  - C. W. Hollister, \textit{Roots of the Western Tradition: A Short History of the Ancient World}.

- Supplemental Texts (used daily in class, as scheduled):
  - S. Dalley, ed. \textit{Myths from Mesopotamia: Creation, the Flood, Gilgamesh, and Others}.
  - L. Rothfield. \textit{The Rape of Mesopotamia}.
  - Homer. \textit{The Odyssey}. Trans. S. Lombardo.

\textit{A Note on Reading}: Be forewarned - this class bears a heavy reading load, so read early and often! Be prepared to participate in all class discussions on our primary texts and \textit{always} bring your books to class for discussion. You are \textit{expected} to take notes on your readings and bring these notes and texts to
class for discussion. *Always* complete assigned readings for the day on which they are scheduled. If you choose a different translation, be prepared for possible confusion as we discuss texts in class. It is always better to use the suggested / required text! If you do not buy the supplemental texts, you are nonetheless responsible for reading them (try the library). Obtaining the texts is *your* responsibility.

**COURSE REQUIREMENTS, POLICIES, GRADING AND VARIOUS POINTS TO KNOW:**

- All work must be submitted in hard copy. No emails, no disks, no favors, no exceptions.

**Essays (25%):** You will write three essays, approximately 2-4 pages apiece. Your first essay, worth 5%, is on King Arthur and Atlantis; your next two essays are longer, 2) Lawrence Rothfield’s *The Rape of Mesopotamia*; and 3) *The Odyssey*, worth 10% apiece. We will talk further about these assignments, their formatting and focus, in class.

**Midterms and Final Exams (45%):** Two midterms and final exam, 15% apiece. The midterms consist of short answer / essays, based on readings, discussions, and lecture materials. The final exam is similar in format to the midterm, with an additional comprehensive essay. Missed exams may only be made up with legitimate excuse from the Dean or the Health Center. In exceptional cases and with advanced notification, a make-up exam may be scheduled. All exams (midterm and final) are closed book and closed note.

**Quizzes / Other (15%):** Map quiz, in-class essays, reading quizzes, and occasional homework.

**Attendance / Participation (15%):** Regular and *on-time attendance* is crucial to success in this course. Once the classroom door is closed, you will not be allowed in late. If you must miss a class, make arrangements with a classmate to copy notes, and to receive assignments or handouts. Participation is key to the success of this class, so come prepared to contribute. Every class will include discussion of primary texts. If you repeatedly come to class unprepared, without your book or without having read, you may be asked to leave the class and thus be counted absent. Three absences are allowed without penalty, after which ten points are deducted per absence.

**Accommodations for Students with Disabilities:** WCU is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services at (828) 227-2716 or 144 Killian Annex.

**Plagiarism and Academic Honesty:** All work that you turn in or present *must* be your own. Plagiarism and any other form of cheating (submitting the same paper for two courses, “borrowing” from websites, cheating on other coursework) will result in failure of the course and referral to the dean or university judicial system for additional disciplinary action, without exception.

**Classroom Etiquette:** Behave in a manner appropriate to the classroom. This means no food, no meals, no tobacco products. Once the classroom door is closed, you are expected to remain in the class until its conclusion. All phones must be turned off and put away before entering the classroom. If your telephone rings during class, you will be counted as absent for the class period. Obviously, texting in class is moronic. Don’t do it. Classroom etiquette demands courtesy towards all members of the class. If you cannot behave in a manner appropriate to the classroom, you will be told to leave.
**P4: Humanities:** This course satisfies the P4 Perspective requirement of the Liberal Studies Program. In it, you will be exposed to landmark texts that embody the traditional Western heritage of humanity’s attempt to understand the human condition and that engage you in the exploration of the significance of human modes of being, thought, and values in your life. As in all Liberal Studies Perspective offerings, this course will emphasize reading, writing, and the use of information, as well as one or more of the following: critical analysis, oral communication, service learning, moral reflection, and cultural diversity.

**SCHEDULE OF LECTURES AND READINGS**
- All topics, readings and assignments in the schedule are subject to change at instructor discretion.
- Readings must be completed prior to class on the day assigned and WebCat readings **must be printed out and brought to class**. You are expected to read all assigned texts and be prepared to discuss them in class. Reading notes may be requested by the instructor if any student fails to participate regularly. In short – Read and Prepare!!

### INTRODUCTION: HISTORY, FACT, FICTION

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject of day's class</th>
<th>Reading / assignment to be completed for this day's class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T, 18 Jan.</td>
<td>Arthur and Atlantis– Fact or Fiction?</td>
<td>WebCat readings: King Arthur primary documents; Atlantis documents and article</td>
</tr>
</tbody>
</table>

### ANCIENT NEAR EAST: CREATION, HUMANITY AND THE GODS

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject of day's class</th>
<th>Reading / assignment to be completed for this day's class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T, 25 Jan.</td>
<td>Intro to Ancient Near East – Sumer, Akkad</td>
<td>Hollister, 15-27 <em>Arthur / Atlantis essay due in class</em></td>
</tr>
<tr>
<td>R, 27 Jan.</td>
<td>Intro to Ancient Near East – Babylon and Assyria</td>
<td>Dalley, 228-274</td>
</tr>
<tr>
<td>T, 1 Feb.</td>
<td><em>Enuma Elish</em>: Creation myth, political propaganda</td>
<td>Dalley, 228-274</td>
</tr>
<tr>
<td>R, 10 Feb.</td>
<td>Mesopotamia, war and archaeology</td>
<td>Finish Rothfield. <em>Rape of Mesopotamia essay due in class</em></td>
</tr>
<tr>
<td>R, 17 Feb.</td>
<td><strong>MIDTERM 1: MESOPOTAMIA</strong></td>
<td></td>
</tr>
</tbody>
</table>
## GREECE: CREATION, HUMANITY AND THE GODS

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>T, 22 Feb.</td>
<td><strong>NO CLASS – ADVISING DAY</strong></td>
</tr>
<tr>
<td>R, 24 Feb.</td>
<td>Introduction to Greeks</td>
</tr>
<tr>
<td></td>
<td>Hollister, 67-115; 124-139 (skim)</td>
</tr>
<tr>
<td></td>
<td>Hesiod, <em>Theogony</em>, pp. 61-90</td>
</tr>
<tr>
<td>T, 1 Mar.</td>
<td><em>SPRING BREAK.</em></td>
</tr>
<tr>
<td>R, 3 Mar.</td>
<td></td>
</tr>
<tr>
<td>T, 8 Mar.</td>
<td>Hesiod, Archaic Greek life, and the Gods</td>
</tr>
<tr>
<td></td>
<td>Finish Hesiod, <em>Theogony</em>, pp. 61-90</td>
</tr>
<tr>
<td>R, 10 Mar.</td>
<td>Hesiod, the Gods, and Archaic Greece</td>
</tr>
</tbody>
</table>

## KINGS, HEROES, AND ADVENTURE: ODYSSEUS AND GILGAMESH COMPARED

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>T, 15 Mar.</td>
<td>Finish Archaic Greece, begin the <em>Odyssey</em></td>
</tr>
<tr>
<td>R, 17 Mar.</td>
<td>Homer’s <em>Odyssey</em></td>
</tr>
<tr>
<td></td>
<td><em>Odyssey</em>, Books 2-6</td>
</tr>
<tr>
<td>T, 22 Mar.</td>
<td>Homer’s <em>Odyssey</em></td>
</tr>
<tr>
<td></td>
<td><em>Odyssey</em>, Books 7-12</td>
</tr>
<tr>
<td>R, 24 Mar.</td>
<td>Homer’s <em>Odyssey</em></td>
</tr>
<tr>
<td></td>
<td><em>Odyssey</em>, Books 13-24</td>
</tr>
<tr>
<td></td>
<td><em>Odyssey essay due in class</em></td>
</tr>
<tr>
<td>T, 29 Mar.</td>
<td>Finish <em>The Odyssey</em>, begin <em>Gilgamesh</em></td>
</tr>
<tr>
<td></td>
<td>Dalley, 39-125</td>
</tr>
<tr>
<td>R, 31 Mar.</td>
<td><em>Gilgamesh</em></td>
</tr>
<tr>
<td></td>
<td>Dalley, 39-125</td>
</tr>
<tr>
<td>T, 5 Apr.</td>
<td>Conclude <em>Gilgamesh</em></td>
</tr>
<tr>
<td>R, 7 Apr.</td>
<td><strong>MIDTERM 2: GILGAMESH AND THE ODYSSEY</strong></td>
</tr>
</tbody>
</table>

## CONCLUSIONS: ROME AND POLITICAL MYTH

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>T, 12 Apr.</td>
<td>Introduction to Rome</td>
</tr>
<tr>
<td></td>
<td>Hollister, 167-206</td>
</tr>
<tr>
<td>R, 14 Apr.</td>
<td>Rome and the rise of Augustus</td>
</tr>
<tr>
<td></td>
<td>Webcat reading: Res Gestae, Ovid, Livy</td>
</tr>
<tr>
<td>T, 19 Apr.</td>
<td>Augustus and <em>The Aeneid</em></td>
</tr>
<tr>
<td></td>
<td><em>Aeneid</em>, Books 1-6 (pp. 1-104)</td>
</tr>
<tr>
<td>R, 21 April</td>
<td><strong>BREAK</strong></td>
</tr>
<tr>
<td>T, 26 Apr.</td>
<td>Finish Virgil’s <em>Aeneid</em></td>
</tr>
<tr>
<td></td>
<td><em>Aeneid</em>, Books 7-12 (pp. 105-197).</td>
</tr>
<tr>
<td>R, 28 Apr.</td>
<td>Wrap up Rome and review</td>
</tr>
<tr>
<td>Weds., 4 May:</td>
<td><strong>FINAL EXAM, 12:00 – 2:30</strong></td>
</tr>
</tbody>
</table>
HIST 182 – ANCIENT EMPIRES
SPRING 2011

BOOK REVIEWS AND ANALYSIS PAPERS
You will write two brief analysis papers, approximately 3-4 pp. apiece. You will write: 1) a review of Lawrence Rothfield’s *The Rape of Mesopotamia*; and 2) an analysis of selected books from *The Odyssey*. Outside research is not expected, required or encouraged for these papers. They will be written using our course texts. Specific questions, prompts or topics for each paper will be distributed at least one week prior to the paper deadline. In addition to these two longer papers, you may be asked to write several short essays, no more than 1-2 pages apiece, early in the term. These essays will follow the same requirements (formatting, late policy, no web) as the longer papers.

REQUIREMENTS FOR ALL WRITTEN WORK:
All written work must adhere to the formatting and documentation guidelines listed below. If your work is improperly formatted, fails to meet the basic requirements listed below, or is riddled with grammatical errors (the result of poor proofreading), it will be returned to you ungraded, with a full grade reduction, following late work policy (stated below). What does this mean? Be sure you proofread your work carefully and make use, whenever possible, of the writing center!

LATE PAPER POLICY:
• Any paper not submitted by the end of the class period will be considered a late paper.
• Thereafter, every day that the paper is late, the grade will be lowered by one full grade. After three days, no late papers will be accepted.
• No matter what, turn SOMETHING in. Even three days late and 30 points off is better than a zero!
• Written assignments will not be accepted by email. Hard copies must be submitted for assignments to be considered ‘on-time’

USE OF WEBSITES:
• Papers making use of the web will receive grade reductions, one grade per internet reference.
• Use of outside sources is discouraged for these papers, which are meant to be close-readings and analysis papers.

ACADEMIC DISHONESTY:
• Any papers including plagiarized content will receive a failing grade and will result in failure of the course and report to the University Academic Integrity Board.
• Visit the writing center or speak to me if you would like additional information on how to avoid plagiarism!

FORMATTING AND DOCUMENTATION. ALL PAPERS MUST:
• include your name, course information, and paper title on the first page or separate cover page.
• have 1” margins, and be typed in a reasonable font (10-12)
• be typed, double-spaced, and printed in black ink.
• be stapled, with numbered pages.
• meet stipulated minimum or maximum page lengths. Papers not meeting or exceeding page requirements will be penalized a full grade per page long or short.
• include source quotations, which MUST BE CITED in footnotes or endnotes.
• include a bibliography (fine if included at bottom of final page).
• be submitted to the instructor on the due date in hard copy, not emailed, not on disk, and not
promised to be delivered later. Do not ask for favors.
WHAT IS PLAGIARISM?
Plagiarism and *any other form of cheating* in my classes will be dealt with in the severest manner possible, without exception - failure of the course and referral to the university judicial system.

The History Department’s definition of plagiarism: *anything you could not have written without the source open in front of you.*

This includes:
- Word-for-word cutting and pasting of original source, with no quotation marks and no attribution
- Word-for-word cutting and pasting with attribution but no quotation marks
- Word-for-word cutting and pasting with quotation marks but no attribution
- Snipping of juicy and/or otherwise distinctive phrases with no quotation marks and no attribution
- Close paraphrases of substantial length in which selected words have merely been replaced by common synonyms
- Sections of prose which have been reasonably well paraphrased but which parallel the original source in structure (that is, there is a sentence-for-sentence congruence, in which your sentences differ from those of the original but express substantially the same ideas in the same order for more than a sentence or two)

HOW TO AVOID PLAGIARISM:
- When taking notes from sources, be sure to use quotation marks and include page numbers, in your notes, to ensure that you do not accidentally borrow direct language.
- Avoid the web. Do not use the web as a research source. Do not be tempted to cut and paste from a website. Even pictures or maps downloaded from the web and used without attribution are considered plagiarism.
- Learn what plagiarism is. Cite frequently. When in doubt, cite and / or ask your instructor.
- Visit the Writing Center. They too can offer advice on writing and note-taking that may help you avoid accidental borrowing.
- Prepare. Research early. Write early. Don’t put yourself in a position where you are tempted to take the “easy” way out.

*(Thanks to Dr. Gael Graham for creating these guidelines to plagiarism!)*
Kate L. Turabian’s Manual for Writers of Research Papers, Theses, and Dissertations presents two basic documentation systems, notes-bibliography style (or simply bibliography style) and parenthetical citations—reference list style (or reference list style). These styles are essentially the same as those presented in The Chicago Manual of Style, 15th edition, with slight modifications for the needs of student writers. Bibliography style is used widely in literature, history, and the arts. This style presents bibliographic information in footnotes or endnotes and, usually, a bibliography. Each example [below] is given first in bibliography style (a note [N], with a # to indicate your footnote number as relevant, followed by a bibliographic entry [B]).

Book: One author


Book: Editor, translator, or compiler instead of author


Book published electronically


Article in a print journal


Format for Additional Note References
"Once a work has been cited in complete form, later references to it are shortened. For this, either short titles or the Latin abbreviation *ibid.* (for *ibidem*, "in the same place") should be used" (8.84). Use Ibid, and page number when the source is the same, page is different.
EXTRA CREDIT ASSIGNMENT: ARCHAEOLOGICA.ORG

You may read, analyze, and write up no more than five articles, for a maximum of five points apiece (total 25 points extra credit). These articles, found on Archaeologica.org, should be about one of the cultures which we have studied – namely from Mesopotamia, ancient Greece or Rome, or another premodern culture as relevant. If you find a compelling article from another culture which we have not studied, simply send me an email or ask whether it is acceptable. Only articles found linked from this site will be acceptable. You can use this assignment as a means to get a little extra credit, but more importantly, to practice analytical writing at no risk to your grade. Also, there are some pretty interesting articles!

In order to receive credit, do the following:
1 – include the URL, full bibliographic reference, and date article was accessed.
2 – write up your thoughts on the article. Do not summarize the article – analyze it, as it relates to our class. What do you learn that is new, what do you believe, what do you think the authors, scientists, or historians need more evidence for? How did the article make you rethink premodern European history or culture? As with all writing assignments in this class, you should avoid the first person in your paper. This is an analysis, not a reflection or opinion piece.

Here are some samples of headlines from the past few months. Most of these would be acceptable to write on in this class. These are simply examples – do not write on these articles.

December 24, 2010 Edition
The Cyrus Cylinder controversy Past Horizons

December 22, 2010 Edition
Secrets of the Colosseum-A German archaeologist has finally deciphered the Roman amphitheater's amazing underground labyrinth Smithsonian

December 13 -14, 2010 Edition
Skeletons give insight into ancient Roman healthcare BBC News

Pompeii skeletons reveal secrets of Roman family life BBC News
READING / DISCUSSION NOTES:
When reading works from unfamiliar cultures, ancient works that are often preserved imperfectly, one must employ different reading strategies than are used when reading a textbook, a newspaper, or a website. Keep the following pointers in mind as you read the texts for our class. The most important advice I can give you for success in this class is to read, re-read, and take notes while you read!

I: Establish the basics.
A: Who are the main characters / actors? What roles do they play throughout the work?
   Keep a bullet-point list of the characters, their relationships and deeds.
B: What is the basic plot? Whenever you begin to get confused, jot down the events prior to your point of confusion.
C: Keep a list of unfamiliar terminology; check to see whether your text has a glossary (many academic texts do!).
D: Compare assigned reading to other course readings, both primary and secondary – this will help you to grasp and remember key points.
E: Discern author’s viewpoint / biases and always consider the context within which the source was created.

II: Ask questions.
A. Why do certain characters / actors behave as they do?
B. Why is this text or point significant? What does this reveal about the era / author
C. Ask questions about detailed passages, about characters, about terms you don’t understand – but try to figure out the answers yourselves! When you get really stuck, come to me!

III: Be aware of patterns in the text.
A. This could include how characters / actors are portrayed, how different classes or genders are portrayed, etc.
B. This could include linguistic / grammatical patterns in the text - where, why do repetitions occur? What is being emphasized?

IV: When in utter doubt / confusion, ask. If truly in doubt or confusion, e-mail me or another student in the class. These are difficult texts, no questioning that. However, they are also works that are definitely accessible to university-level students. If you have questions, of course ask the instructor, but your first response should be to re-read on your own. You wouldn't be at WCU if you weren't clever enough to read and question difficult texts; these texts, while challenging, are well within your ability!

BASIC QUESTIONS HISTORIANS ASK:
Ask these questions of any and all evidence, including documents, both primary and secondary, images, objects, buildings, and all other forms of evidence.
- What – kind of document
- Where – made, distributed, copied, stored, reproduced
- When & Why - as above
1. AHS: **LEGEND OF SARGON OF AKKADÊ, C. 2300 BCE**

1. Sargon, the mighty king, king of Akkadê am I,
2. My mother was lowly; my father I did not know;
3. The brother of my father dwelt in the mountain.
4. My city is Azupiranu, which is situated on the bank of the Purattu [Euphrates],
5. My lowly mother conceived me, in secret she brought me forth.
6. She placed me in a basket of reeds, she closed my entrance with bitumen,
7. She cast me upon the rivers which did not overflow me.
8. The river carried me, it brought me to Akki, the irrigator.
9. Akki, the irrigator, in the goodness of his heart lifted me out,
10. Akki, the irrigator, as his own son brought me up;
11. Akki, the irrigator, as his gardener appointed me.
12. When I was a gardener the goddess Ishtar loved me,
13. And for four years I ruled the kingdom.
14. The black-headed peoples I ruled, I governed;
15. Mighty mountains with axes of bronze I destroyed (?)..
16. I ascended the upper mountains;
17. I burst through the lower mountains.
18. The country of the sea I besieged three times;
19. Dilmun I captured (?)
20. Unto the great Dur-ilu I went up, I . . . . . .
21 . . . . . . . . . .I altered. . . . . . . . . .
22. Whatsoever king shall be exalted after me,
23 . . . . . . . . . . . . . . . . . . . . . .
24. Let him rule, let him govern the black-headed peoples;
25. Mighty mountains with axes of bronze let him destroy;
26. Let him ascend the upper mountains,
27. Let him break through the lower mountains;
28. The country of the sea let him besiege three times;
29. Dilmun let him capture;
30. To great Dur-ilu let him go up.


2. AHS: **PLUTARCH: SELECTIONS FROM THE LIFE OF ALEXANDER (THE GREAT)**

When Philonieus, the Thessalian, offered the horse named Bucephalus in sale to Philip [Alexander's father], at the price of thirteen talents, the king, with the prince and many others, went into the field to see some trial made of him. The horse appeared extremely vicious and unmanageable, and was so far from suffering himself to be mounted, that he would not bear to be spoken to, but turned fiercely on all the grooms. Philip was displeased at their bringing him so wild and ungovernable a horse, and bade them take him away. But Alexander, who had observed him well, said, "What a horse they are losing, for want of skill and spirit to manage him!" Philip at first took no notice of this, but, upon the prince's
often repeating the same expression, and showing great uneasiness, said, "Young man, you find fault with your elders, as if you knew more than they, or could manage the horse better." "And I certainly could," answered the prince. "If you should not be able to ride him, what forfeiture will you submit to for your rashness?" "I will pay the price of the horse."

Upon this all the company laughed, but the king and prince agreeing as to the forfeiture, Alexander ran to the horse, and laying hold on the bridle, turned him to the sun; for he had observed, it seems, that the shadow which fell before the horse, and continually moved as he moved, greatly disturbed him. While his fierceness and fury abated, he kept speaking to him softly and stroking him; after which he gently let fall his mantle, leaped lightly upon his back, and got his seat very safe. Then, without pulling the reins too hard, or using either whip or spur, he set him a-going. As soon as he perceived his uneasiness abated, and that he wanted only to run, he put him in a full gallop, and pushed him on both with the voice and spur.

Philip and all his court were in great distress for him at first, and a profound silence took place. But when the prince had turned him and brought him straight back, they all received him with loud acclamations, except his father, who wept for joy, and kissing him, said, "Seek another kingdom, my son, that may be worthy of thy abilities; for Macedonia is too small for thee..."

[Alexander] was only twenty years old when he succeeded to the crown, and he found the kingdom torn into pieces by dangerous parties and implacable animosities. The barbarous nations, even those that bordered upon Macedonia, could not brook subjection, and they longed for their natural kings... Alexander was of opinion, that the only way to security, and a thorough establishment of his affairs, was to proceed with spirit and magnanimity. For he was persuaded, that if he appeared to abate of his dignity in the least article, he would be universally insulted. He therefore quieted the commotions, and put a stop to the rising wars among the barbarians, by marching with the utmost expediency as far as the Danube, where he fought a great battle...

The barbarians, we are told, lost in this battle twenty thousand foot and two thousand five hundred horse, whereas Alexander had no more than thirty-four men killed, nine of which were the infantry. To do honor to their memory, he erected a statue to each of them in brass, the workmanship of Lysippus. And that the Greeks might have their share in the glory of the day, he sent them presents out of the spoil: to the Athenians in particular he sent three hundred bucklers. Upon the rest of the spoils he put this pompous inscription, WON BY ALEXANDER THE SON OF PHILIP, AND THE GREEKS (EXCEPTING THE LACEDAEMONIANS), OF THE BARBARIANS IN ASIA. The greatest part of the plate, the purple furniture, and other things of that kind which he took from the Persians, he sent to his mother.

HISTORY 182 – ANCIENT EMPIRES
SPRING 2011

STUDENT INFORMATION
Note that this information is for instructor use only and will not be shared.

Name: ____________________________________________________________

I prefer to be called: ______________________________________________

Email (that I use): _________________________________________________

Phone: __________________________________________________________

Major / Year: _____________________________________________________

Previous History coursework? ______________________________________
______________________________________________________________
______________________________________________________________

Disabilities / Conflicts (please inform me of any reasons which might cause you to routinely miss class (such as military, athletics, child-care, long commute) - note that official disabilities requiring assistance in class / test-taking must be reported to Student Services).

Anything else I should be aware of?

What questions about the class do you have for me?

Additional Info. (my use only)
Phoebus, with full revenge, from Tmolus flies, 
Darts thro' the air, and cleaves the liquid skies; 
Near Hellespont he lights, and treads the plains 
Where great Laomedon sole monarch reigns; 
Where, built between the two projecting strands, 
To Panomphaeon Jove an altar stands. 
Here first aspiring thoughts the king employ, 
To found the lofty tow'r's of future Troy. 
The work, from schemes magnificent begun, 
At vast expence was slowly carry'd on: 
Which Phoebus seeing, with the trident God 
Who rules the swelling surges with his nod, 
Assuming each a mortal shape, combine 
At a set price to finish his design. 
The work was built; the king their price denies, 
And his injustice backs with perjuries. 
This Neptune cou'd not brook, but drove the main, 
A mighty deluge, o'er the Phrygian plain: 
'Twas all a sea; the waters of the deep 
From ev'ry vale the copious harvest sweep; 
The briny billows overflow the soil, 
Ravage the fields, and mock the plowman's toil. 
Nor this appeas'd the God's revengeful mind, 
For still a greater plague remains behind; 
A huge sea-monster lodges on the sands, 
And the king's daughter for his prey demands. 
To him that sav'd the damsel, was decreed 
A set of horses of the Sun's fine breed: 
But when Alcides from the rock unty'd 
The trembling fair, the ransom was deny'd. 
He, in revenge, the new-built walls attack'd, 
And the twice-perjur'd city bravely sack'd. 
Telamon aided, and in justice shar'd 
Part of the plunder as his due reward: 
The princess, rescu'd late, with all her charms, 
Hesione, was yielded to his arms; 
For Peleus, with a Goddess-bride, was more 
Proud of his spouse, than of his birth before: 
Grandsons to Jove there might be more than one, 
But he the Goddess had enjoy'd alone
History 190: Animal, Vampire, Robot, Cyborg: The Human and the Non-Human in Modern Western Culture

Dr. Elizabeth Yale
Email: eeyale@email.wcu.edu
Phone: 227-3869
Office: McKee 206B
Office Hours: M, W 11-12, W 2.15-4.30

Course Description

Human interactions with nature and technology raise unavoidable and often deeply unsettling questions about our own place in the order of things. What makes us human? What are the implications of our relationships with non-human others? How are the boundaries between the human and the non-human constantly negotiated and renegotiated in ways that shape our conception of what it means to be a human being? This course takes up these questions through the lens of history of science and technology, examining the complex practical and conceptual relationships we have with what is marked out as non-human. We’ll look at everything from animals in the ancient world, to Dracula, to the implications of genetic engineering in the present day. Our readings will include original scientific texts and other primary documents, novels and short stories, and historical accounts of human/non-human relationships. We will also examine films and other visual media that depict human confrontations with the non-human. The main course themes include the complicated and often blurred boundary between humans and other animals, the implications of human relationships to non-human others of our own making—both imaginary and technological—and the prospects of a post-human future.

Objectives

• Investigate what it means to be human by exploring how (historically) we have drawn he boundary lines between the human and the non-human.
• Learn how to critically analyze both primary and secondary historical sources.
• Learn how to critically analyze fictional works, including novels, short stories, and films in terms of their historical and cultural context.
• Learn how to communicate effectively both in writing and in person.
• Develop skills for working collaboratively on large projects.

Readings

Most course readings can be accessed on the History 190 Blackboard site (readings available online are marked with a star in the syllabus). However, the following supplementary texts are required. They are available for purchase at the campus bookstore and online. They are also on reserve at Hunter Library.


Hal Herzog, Some We Love, Some We Hate, Some We Eat: Why It’s So Hard To Think Straight


Note on readings: You must bring all readings to class the day we discuss them (in the case of online readings, either printouts or a PDF on your laptop are fine). Discussions and in-class writing assignments will depend on close analysis of these readings; in order, for our discussion to be as rich as possible, you have to have the readings right in front of you as we discuss them!

Description of Assignments

Note: Unless stated otherwise, all assignments should be submitted by 5 pm the day they’re due via the online dropbox on the course Blackboard site.

In Class Writing Assignments/Quizzes: Occasional and usually unannounced, though I may sometimes warn you. (Hint: these will be given on days on which readings are set for discussion.) Consisting of 1-3 questions, these writings assignments (a.k.a. quizzes) will test you on material covered in class readings and lectures. There will be no make-ups for these quizzes, so if you miss class on a day on which we have a quiz, you’ll lose participation points and quiz points.

Short Essays: 2-3 page essays on assigned topics that will be handed out 2 weeks prior to the due dates. Guidelines for citations and grading rubric will also be provided with the topics. All essays must be submitted via Blackboard. Essay #1 Due September 16. Essay #2 due November 30.

Article Summaries: 1-2 pages. These short papers will discuss the content of two academic articles assigned in the class. Your paper should identify the argument of the article and describe the evidence that’s used to support it. Due September 21 and October 21 (in class).

Group Mini Presentation: Your group will be asked to prepare a brief presentation on a primary source dealing with artificial intelligence and robotics. Due October 28.

Final Project

For the final project, you’ll work with a group of 3-4 students. Together, you’ll pick one kind of character/creature that straddles the border of the human and the nonhuman and trace how it has been understood through time, using at least three specific examples. What does the development of this character tell us about the ways in which the boundary between the human and the nonhuman has shifted over time? Then, you’ll pick a historical period (any period before 2000 AD is allowed) and create an example of that character that you believe is appropriate to that time period, based on your group’s historical research. What do the characteristics of your group’s invented character tell us about what it meant to be human in the time period you’ve chosen?

I will assemble the groups, but you will have some input into the process. About a third of the
way through the semester, I’ll distribute a survey with questions about your schedule and project topics you’re interested in. I will do my best to match up people who share the same schedule and similar interests.

The final project will be broken down into a series of components. It’s a big project, but as long as you stay on task, it’s totally manageable:

**Final Project Proposal:** 3-5 pages. Describe the character/creature you’ve chosen, and the historical examples that you’ll use to illustrate its development. Describe the historical period in which you’ll situate your invented character. Why have you chosen that period? Finally, describe how you will illustrate your findings visually. Include a schedule for completing the project, an outline of each group member’s responsibilities, and a preliminary bibliography of 5 sources. Each group member should sign the proposal, as it represents a contract for the semester. **Due November 4.**

**Annotated Bibliography:** minimum 10 sources (4 primary sources, 6 secondary sources) formatted according to guidelines in History 190 citation handout. Each entry in the bibliography should be accompanied by a paragraph describing the source and how you’re group will use it). **Due November 22.**

**Oral Presentation:** Group presentation of your project to the class. Maximum 15 minutes. **Scheduled for the week of December 5.**

**Peer Evaluation:** Each member of the group will evaluate other members of their group. This evaluation will be a component of your final project grade. (Completed in class).

**Visual Component of Final Project:** A visual representation of your findings. Can be a storyboard, a series of models, a comic book, a movie, a high-quality PowerPoint, or anything else you can think of. The only limitations are that you need to include at least three historical examples of your figure plus the example you’ve invented, and you need to be able to present the visual component to the class in under 15 minutes. **Due December 5 in class.**

**Written Component of Final Project:** 5-7 pages. Describe how the character/creature your group chose developed over time, using the three examples you chose. What does the character’s development tell us about how the boundary between the human and the non-human has shifted over time? Describe the character your group invented. Explain how its characteristics tie back to the historical period you chose. How does your character illustrate what it meant to be human in that time period? **Due December 9.**

**Grade Breakdown**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Writing Assignments/Quizzes</td>
<td>200</td>
</tr>
<tr>
<td>Short Essay #1</td>
<td>100</td>
</tr>
<tr>
<td>Short Essay #2</td>
<td>100</td>
</tr>
<tr>
<td>Article Summaries (2)</td>
<td>80</td>
</tr>
<tr>
<td>Group mini-presentations</td>
<td>40</td>
</tr>
</tbody>
</table>
Final Project Proposal 30 points
Final Project, Annotated Bibliography 30 points
Final Project, Oral Presentation 80 points
Final Project, Creative Product 100 Points
Final Project, Written Component 100 points
Final Project, Peer Evaluation 40 points
Class Participation 100 points
Total 1000 points

Final Grade Scale

A  900-1000 points
B  800-899 points
C  700-799 points
U  699 and below

Note: There are no plusses and minuses in first year seminar grades, and anything below a C is a U (unsatisfactory. A U in the first year seminar does not count as part of your overall GPA.

Attendance, Participation, and Discussion

Participation and attendance are important parts of the class. Each session will be a mix of lecture, discussion, and other activities. If you miss classes, you will miss crucial information that will help you do well on the written assignments. You will also miss key opportunities to work with your final project group. If you must miss class, either due to a scheduled conflict (e.g. a University sponsored trip) or due to emergency or illness, please let me know as soon as possible. Unexcused absences cannot be made up.

On class discussions: Overall, my goal is lively discussions in which we debate various positions, arguments, and ideas. This won’t happen unless you come prepared, having done the readings and thought about the problems and arguments that they raise. I will prepare us for discussion each week by providing ample background in lectures and notes to guide your reading. In turn, you need to come to class having done the reading and ready to talk. I also ask that you listen and respond to other students thoughtfully, respectfully, and seriously. Your participation grade will be based on your attendance and participation in class discussions. If you miss discussions or it becomes apparent that you haven’t done the reading your participation grade will go down.

Policy on Electronic Devices in the Classroom

Laptop computers are welcome in class for note taking or consulting online readings. However, please do not use them for anything else — checking email, surfing the Internet, shopping for shoes, etc. The same goes double for cell phone and smartphone use—please turn them off or put them on silent while in the classroom, and do not text, email, or surf the web. The success of this class depends on your active participation and engagement with lectures, discussions, and presentations, and everybody needs to be mentally present in the room at all times.
Accomodations for Students with Disabilities

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office’s website: [http://www.wcu.edu/12789.asp](http://www.wcu.edu/12789.asp)

Academic Honesty Policy

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity.

In this class, I will hold you to the same standards of honesty and integrity that I am held to as a historian. What does this mean? Well, there are two things to keep in mind. First and foremost, you are responsible for conceiving, writing, and revising your own essays and writing assignments (though, of course you’ll work with others on the group component of the final project). Secondly, it means that you are responsible for properly citing the source material that you use in this class, particularly in your essays. As historians, we rely all the time on information found in other sources: we analyze it, we quote it, and we draw on it in formulating our own theories about historical events, people, and texts. Given the degree to which we rely on other texts in formulating our own original arguments, we must properly cite our sources. Without proper citations and references, it’s difficult to advance an argument that other historians can trust, because they can’t tell where you got your information, or what primary sources you’re basing an argument on. Without proper citations and references, it is impossible for history, as a field, to advance. Consequently, copying or paraphrasing material from other sources without properly citing it (including books, films, websites — yes, even Wikipedia — magazines, oral interviews, and archival manuscripts) is a serious form of academic dishonesty. To help you learn the proper way to reference your sources, I will provide a handout with some guidelines. Please see me if you have any questions.

According to WCU policies, I will determine the appropriate sanction or sanctions for academic dishonesty within this course up to and including a final grade of “F” in the course. Within 5 calendar days of the event I will inform the chair of the history department, and the Associate Dean of the Graduate School when the student is a graduate student, in writing of any academic dishonesty charge and sanction.

That’s all the preliminaries. On to the good stuff!
Schedule of Lectures, Discussions, and Readings

UNIT 1: ANIMALS

Week 1 (August 22)

M, August 22: Introduction

W, August 24: Excerpts from Aristotle, Politics and History of Animals (distributed in class)

F, August 26: Genesis, 1:20—31, 2:19-20 (distributed in class)

Week 2: (August 29)

M, August 29: Darwin’s Theory of Evolution

W, August 31: *Darwin, Descent of Man, 9-14, 30-32

F, Sept 2: *Darwin, Descent of Man, Chapter 2

Week 3 (Sept 5)

M, Sept 5: Labor Day (No Class)

W, Sept 7: Wells, Island of Dr. Moreau, chapters 1-15

F, Sept 9: Wells, Island of Dr. Moreau, chapters 16-22

Week 4 (Sept 12)

M, Sept 12: Well, Island of Dr. Moreau, continued discussion

W, Sept 14: Herzog, introduction, chapters 1-3

F, Sept 16: Herzog, chapters 6-8, 10; Guest appearance by Hal Herzog

Paper 1 due Sunday, September 18 at 5 pm. Please submit via Blackboard.

UNIT 2: MONSTERS

Week 5 (Sept 19)

M, Sept 19: Wrap up Discussion of Herzog

W, Sept 21: History of Vampires (lecture)
F, Sept 22: *Matthew Beresford, “A Fiend is Born: The Vampire in Literature,” in *From Demons to Dracula*

**Week 6 (Sept 26)**

M, Sept 26: Introduction to *Dracula* (lecture)

W, Sept 28: *Bram Stoker, Dracula*, Chapters 1-3

F, Sept 30: *Bram Stoker, Dracula*, Chapters 18 and 21

**Week 7 (Oct 3)**


Article Summary #1 Due Monday, October 3, in class

W, Oct 5: Modern Vampires (lecture)


**Week 8 (Oct 10)**

M, Oct 10: Film screening, *Buffy the Vampire Slayer* and *Blade*

W, Oct 12: *Twilight*, Chapter 8

F, Oct 14: Fall Break (No Class)

**UNIT 3: ARTIFICIAL INTELLIGENCE AND ROBOTS**

**Week 9 (Oct 17)**

M, Oct 17: Fall Break, No Class

W, Oct 19: Intro Lecture, AI and Robotics


Article Summary 2 due Friday, October 21 IN CLASS.

**Week 10 (Oct 24)**


F, Oct 28: Group Mini-Presentations

**Week 11 (Oct 31)**

M, Oct 31: Group Library Research Exercise

W, Nov 2: Advising Day, No Class

F, Nov 4: Robots and Cold War (lecture)

Final project proposal due Friday, November 4 at 5 pm.

**Week 12 (Nov 7)**


**UNIT 4: CYBORGS/POSTHUMANISM**

**Week 13 (Nov 14)**

M, Nov 14: What is Posthumanism? What is Enhancement? (lecture/discussion)


**Week 14 (class on Monday only, Nov 21)**


Annotated Bibliography due Tuesday, Nov 22 at 5 pm.

**Week 15 (Nov 28)**
M, Nov 28: Atwood, *Oryx and Crake*, chapters 1-7


Short Paper #2 Due Wed, November 30 at 5.

F, Dec 2: Screening, *Surrogates* and *Gattaca*

**Week 16 (Dec 5)**

M, W, F: Presentations

Creative Product due in class, Monday, December 5.

Written Component of Final Project due Friday, December 9 at 5 pm.
HIST 190-01
American Activism (First Year Seminar)

MWF 12:20-1:10PM
McKee 215

Dr. Andrew Denson
McKee 203B
828-227-3867
denson@email.wcu.edu

Office Hours: MWF, 1:30-2:30pm; Thurs 3-5pm (or by appointment)

Objectives

Welcome to "American Activism," a first year seminar on the history of social reform in the United States. In your first year of college, you often find yourself in large lecture courses with very broad topics. The idea of the freshman seminar is to ensure that new students have at least one class that is small and emphasizes interactive learning and analytical thought. In this way, the freshman seminar helps students make the transition from secondary school education to the deeper learning and more rigorous work of the university. All freshman seminars are designed to help students achieve the following:

- Learn the importance of Liberal Studies in a university education
- Consider how reasoning and communication skills are the foundations for lifelong intellectual and professional growth
- See that cultural, social, economic, and political issues of a global society are not limited to one academic discipline or one profession
- Discuss serious ideas and develop rigorous intellectual habits

I have designed this particular seminar to help students:

- Learn about the origins of social movements during the three great reform eras of American history (the antebellum nineteenth century, the progressive era, and the twentieth-century civil rights era)
- Experience history as a form of inquiry
- Consider the factors and experiences that have led some individuals to become activists and social reformers
- Draw connections between the history of political activism and present-day public affairs
- Consider opportunities for civic engagement in their own lives and communities
- Improve their reading and critical thinking skills
- Improve their oral and written communication skills

Books

Pamela Durso, The Power of Woman
Jane Addams, Twenty Years at Hull House (ed. by Victoria Bissell Brown, Bedford Series in History and Culture)
Timothy Tyson, Blood Done Sign My Name

First-year seminars do not have rental texts, since the topics change continually. These books can be purchased at the WCU bookstore. You can also find inexpensive copies at online booksellers. I am also placing copies of the books on reserve at Hunter Library. Be sure to use the edition of Twenty Years at Hull House listed above (there are many different editions of Addams's memoir).
Class Format

As a seminar, this course emphasizes discussion and small-group work. I will lecture occasionally, but much of the time the students will be doing most of the talking. Many class activities will involve small group work. We will form these small groups toward the start of the semester.

The bulk of the class consists of three units, each of which includes a short-answer test on the reading and individual and group tasks. The tests will be given toward the start of the units. The idea here is to have you learn the basic content (the main facts and big themes) at the beginning, so that you can then apply that content to writing, discussion, and group work. You will take each test twice, first as an individual and then, immediately following, as part of your group. Individual and group tests will be weighted equally. This model allows group members to help one another master the basic content, while still rewarding individual learning.

Once the tests are completed, we will turn to discussion and analysis. In each unit, students will complete two or three tasks - in-class exercises, short writing assignments, or analyses of documents - as well as participate in more open-ended discussion.

This format requires and rewards consistent effort. No one task should prove overwhelming. If you keep up with your work and remain engaged, you will do well (and you'll learn, too).

Participation

As the format explanation above suggests, you must be an active participant in class if you are going to succeed. You must keep up with the reading and come to our meetings ready to discuss the material assigned. I keep weekly notes on student participation, and I will assign grades for participation twice during the course of the semester, as indicated in the schedule below. Participation grades will take into account in-class writing and exercises not otherwise assessed. You can find the rubric I will use in assigning participation grades on WebCat.

Please note also that we will spend considerable time working on fundamental reading, communication, and critical thinking skills, as they relate to history. These exercises are meant to help you make the adjustment to university-level course work.

Attendance

You must attend every class. Failure to attend will result in my lowering your participation grade substantially. This will, in turn, prevent you from earning a decent grade for the semester. If you must be absent, you should inform me ahead of time.

Reading Assignments

Reading must be completed before the assigned class period. Some assignments are heavier than others, so be sure to look ahead and leave adequate time for reading. You should bring the material in question (or at least your notes on it) to class. Note that some of the reading takes the form of documents and essays, which you will access through WebCat.

Tests - Content

The content tests will consist of five "identification" questions (worth one point each) and five short-answer questions (worth three points each). In an identification question, I give you a personal name, event, or term from the reading, and you identify it with a short phrase. The short-answer questions will address a point from the reading. You will answer each with one or two complete sentences.

I will review the questions immediately following the completion of the group test (or
the next class, if we run out of time). You will have an opportunity to challenge particular answers.

Written Work, Unit Assignments

Each of the three main units will end with an assignment or exercise. In the first, groups will design a utopian community reflecting social reform principles of the early 19th c. In the second, students will turn in an essay making an interpretive argument about the Addams memoir, and, in the third, the class will conduct a debate, reflecting issues raised by the Tyson book.

Students will also complete a short, reflective writing assignment at the end of the semester. This will take the place of a final exam.

For each of these tasks, I will post a detailed assignment sheet and grading criteria on WebCat.

Service Project

As indicated above, one of my goals for the class is for students to consider opportunities for civic engagement in their own lives and communities. Toward that end, I have created an assignment that will involve students examining their home communities and identifying ways in which they might contribute to their improvement. Students will identify an issue or community need that interests them, gather material on available resources related to that issue, and then identify ways in which a college student could help to address the issue. This project won’t require you to get involved, but I’m hoping some of you will. In the last week of class students will make short oral presentations reflecting these projects. I will post a more detailed description of the project and its requirements to WebCat.

Peer Advising

Your classmates will be examining and providing advice on much of your writing this semester, so be aware that you will be writing for your peers and not just for the instructor. Obtaining others' advice is an essential part of effective writing.

Peer Evaluation

At the end of the semester, you will have a chance to evaluate the other members of your group, and these evaluations will factor into the semester grades.

Grades

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Tests, Individual</td>
<td>20pts each (60 total)</td>
</tr>
<tr>
<td>Content Tests, Group</td>
<td>20pts each (60 total)</td>
</tr>
<tr>
<td>Utopian Community Plan</td>
<td>30pts</td>
</tr>
<tr>
<td>Addams Essay</td>
<td>30pts</td>
</tr>
<tr>
<td>3rd Unit Debate</td>
<td>30pts</td>
</tr>
<tr>
<td>Service Project</td>
<td>30pts</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>20pts</td>
</tr>
<tr>
<td>Final Essay</td>
<td>30pts</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>30pts</td>
</tr>
<tr>
<td>Participation</td>
<td>80pts (40pts per half-semester)</td>
</tr>
</tbody>
</table>

Total = 400pts

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>360-400</td>
</tr>
<tr>
<td>B</td>
<td>320-359</td>
</tr>
<tr>
<td>C</td>
<td>280-319</td>
</tr>
<tr>
<td>U</td>
<td>0-279</td>
</tr>
</tbody>
</table>
Seeking Help Promptly

If you find yourself falling behind or feeling overwhelmed, please seek help promptly. Often, students wait to find assistance until it is too late to avoid a poor grade. Schedule a meeting with me, come by during office hours, or contact one of the academic support offices, such as the writing center (227-7197) or the tutoring center (227-2274). You may also want to consider contacting the counseling center (227-7469).

Mobile Phones, Texting, etc.

All mobile phones and other electronic communication devices must remain off during class. If your phone becomes a nuisance to me, I will lower your participation grade. If trouble persists, I will ask you to withdraw from the class. And don't text in class. I can usually see you doing it, and it makes you look incredibly stupid. You are welcome to bring a laptop computer (especially now that the university lacks the money for paper), but you must not use it for any purpose other than class activities during class time. If you violate this policy, I will lower your participation grade substantially.

Accommodations for Students with Disabilities

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

Academic Honesty

Here is WCU's policy statement on academic honesty:

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

A. Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
B. Fabrication: Intentional falsification of information or citation in an academic exercise.
C. Plagiarism: Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.
D. Facilitation of Academic Dishonesty: Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

(Source: WCU Undergraduate Catalog, 71-72)

Here is my policy:

Students committing acts of academic dishonesty will receive an automatic U for the course, and I will send a written report of the incident to my department head, who may pursue further disciplinary action.
SEMESTER SCHEDULE

Aug 24  Course Introduction
      (Online discussion - open Mon 4pm through Tues 7pm)
Aug 26  Discussion: The Humanities in University Education
        Group formation
Aug 28  Skills: University Reading
        Start reading Durso, The Power of Womanhood (content test Sep 14)
        Bring the Durso book to class
Aug 31  Skills: One Good Paragraph
Sep  2  Skills: Planning for Participation
Sep  4  NO CLASS (INSTRUCTOR COMMITMENT)

SARAH GRIMKE AND HUMAN EQUALITY

Why do some individuals choose activism? What are the costs of that choice?

Sep  7  NO CLASS (LABOR DAY)
Sep  9  Background: Antebellum Religious Revivals
Sep 11  Background: Antebellum Social Reform
Sep 14  **Content Test on Durso, The Power of Womanhood**
      (Online discussion - open Mon 4pm through Tues 7pm)
Sep 16  Group Work: Grimke's Call to Activism
Sep 18  Group Work: Grimke and Modern Politics
Sep 21  Perfectionism
        Reading: document packet (WebCat)
Sep 23  Group Work: Utopian Community Plans
Sep 25  Group Work: Utopian Community Plans
Sep 28  **Utopian Community Plans due**
Sep 30  NO CLASS (CONFERENCE)
Oct  2  NO CLASS (CONFERENCE)
        Start reading Addams, Twenty Years at Hull House (content test Oct 19)
        **Participation grades posted to WebCat**

JANE ADDAMS AND THE MODERN CITY

Can a democracy respond to social problems while remaining democratic?

Oct  5  The Progressive Outlook
        Lewis Hine photos of child labor (link on WebCat)
Oct  7  Skills: Shaping an Argument
Oct  9  NO CLASS (FALL BREAK)
Oct 12  NO CLASS (FALL BREAK)
Oct 14  Background: American Industrialization
Oct 16  Background: Modern Poverty
Oct 19  **Content Test on Addams, Twenty Years at Hull House**
Oct 21  NO CLASS (ADVISING DAY)
      (Online discussion - open Wed 4pm through Thurs 7pm)
Oct 23  Group Work: Addams' Call to Activism
Oct 26  Group Work: Addams and Poverty
Oct 28  Group Work: reviewing essay drafts
Oct 30  Progressives and the State
        **Essay due**
        Start reading Tyson, Blood Done Sign My Name (content test Nov 9)
THE MOVEMENT ERA IN A SMALL NC TOWN

Can social justice be achieved by force? Can it be achieved without force?

Nov 2  The Rights Revolution  
Reading: Letter from the Birmingham Jail (WebCat)

Nov 4  Background: Origins of the Civil Rights Movement

Nov 6  Background: Civil Rights in Law and Legislation

Nov 9  **Content Test on Tyson, Blood Done Sign My Name**

Nov 11 Group Work: Limits of Liberalism

Nov 13 Group Work: Power of the Past

Nov 16 Non-violence or Black Power?  
Reading: document packet (WebCat)

Nov 18 Group Work: Debate Preparation / Opening Statements

Nov 20 Debate

**Online course evaluations open Nov 22 to Dec 6**

YOUR TURN

Nov 23 Intro to Service Project

Nov 25 NO CLASS (THANKSGIVING)

Nov 27 NO CLASS (THANKSGIVING)

Nov 30 Group Work: reviewing service project ideas

Dec 2 Skills: Oral Presentations

Dec 4 NO CLASS (INSTRUCTOR COMMITMENT)

Dec 7 Presentations

Dec 9 Presentations

Dec 11 Presentations

**Service Project due**

**Peer Evaluations**

**Participation grades posted to WebCat**

Dec 17 **Final Essay due**
HISTORY 221.01: EUROPEAN HISTORY TO 1517

FALL 2011
MWF, 9:05 – 9:55
McKee 208

Dr. V. Szabo
Office: 206 C McKee
Phone: 227-3911
E-mail: szabo@email.wcu.edu
Office hours: Monday 1:30 – 3:00; Tues. 10:00-12:00, and by appointment.

This sweeping survey spans three millennia, encompassing the major cultures and religions of premodern Europe, from Archaic Greece to the Renaissance. Through daily discussion of primary documents, we will consider the major political, social, and cultural developments of these periods. We will focus our attention whenever possible on everyday life, technologies and conflicts – religious, cultural, political, military - throughout western civilization. In addition to providing a broad overview of European history, the course encourages students to develop their own historical approaches and perspectives through analysis and discussion of historical method and interpretation of primary and secondary sources.

P3: History: This course introduces students to a distinctive body of knowledge in the discipline of history and to the tools of historical inquiry that shape and define it. This course locates people and events in space and time, explaining change and continuity, and the diversity of forces shaping events, institutions, and value systems. The content of this course is of sufficient breadth to convey an understanding of development over time and of sufficient depth to illustrate the complexity of forces that mold events. Students will be engaged in the experience of interpreting the record of the past and drawing their own conclusions.

REQUIRED TEXTS (AVAILABLE AT WCU BOOKSTORE):
- B. Strauss, The Battle of Salamis.
- G. Burgess, trans. The Song of Roland (NOTE: Do not get the Dorothy Sayers translation!!).

ALSO REQUIRED & PROVIDED IN CLASS: Katharine J. Lualdi, Sources of the Making of the West, Vol. I. This sourcebook will be signed out to you at the end of the drop-add period. This is provided as a courtesy to you. Previously, students purchased this text. If the book is not returned at the final exam, or returned in an unacceptable state, you will receive an incomplete for the class until the text is returned. Incompletes eventually turn into F’s, so return the book!
A Note on Reading: Supplemental texts are much longer assignments than your typical weekly fare. Prepare by reading ahead whenever possible. With the exception of your textbook, our books are material for discussion. Be prepared to participate in all class discussions on our sourcebook and supplementary texts. You are expected to take notes on your readings and bring these notes and texts to class for discussion. If you do not buy the supplemental texts, you are nonetheless responsible for reading them (try the library). Obtaining the texts is your responsibility.

COURSE REQUIREMENTS, POLICIES, GRADING AND VARIOUS POINTS TO KNOW:

- No computers.
- No phones may be visible in the classroom. Students who text or use phones during class will be asked to leave and counted absent for the day. If you are waiting for an important call, wait for it outside of class for that day; you are allowed four unexcused absences without any grade penalty.
- No work may be submitted via email. All work must be submitted in hard copy. Papers submitted after class, under office door, or any way other than in class will be considered late unless handed to the professor or otherwise instructed.

Analysis Papers (40%): You will write three short analysis papers, 3-4 pages in length, 15% and 10% apiece (lowest grade worth 10%). These short papers must not summarize and must have an argument based on your reading of the assigned text. You are not expected or encouraged to do research or outside reading for these papers. See assignment sheet for due dates, formatting guidelines and late penalties.

Midterms and Final Exams (40%): Two midterms, 15% apiece; final exam, 10%. The midterms may include essays, reading questions and identification components, based on primary documents, discussions and lecture materials. Final exam includes the same components, plus a comprehensive essay. Missed exams may only be made up with legitimate excuse from the Dean or the Health Center. In exceptional cases and with advance notification, a make-up exam may be scheduled. All exams are closed book / closed note.

Primary Document Presentation / Quizzes (10%): All students will choose one assigned primary document to report on to the class. These reports will be very brief analyses of the chosen document, along with three questions for the class. Primary document presentations must be submitted in hard copy to the professor for credit. Most quizzes will primary text readings from Lualdi or supplementary texts, unless otherwise specified, and will require you to reproduce objective data (dates, names, battles, etc) and provide subjective analysis.

Attendance / Participation (10%): Regular and on-time attendance is crucial to success in this course. Once the classroom door is closed, you will not be allowed in late. If you must miss a class, make arrangements with a classmate to copy notes, and to receive assignments or handouts. Participation is key to the success of this class, so come prepared to contribute. Every class will include discussion of primary texts. If you repeatedly come to class unprepared, without your book or without having read, you may be asked to leave the class and thus be counted absent. FOUR absences are allowed without penalty, after which ten points are deducted per absence.

Accommodations for Students with Disabilities: WCU is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current
diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services at (828) 227-2716 or 144 Killian Annex.

Plagiarism and Academic Honesty: All work that you turn in or present must be your own. Plagiarism and any other form of cheating (submitting the same paper for two courses, “borrowing” from websites, cheating on other coursework) will be dealt with in the severest manner possible - failure of the course and referral to the dean or university judicial system for additional disciplinary action, without exception.

Classroom Etiquette: Behave in a manner appropriate to the classroom. This means no food, no meals, no tobacco products. Once the classroom door is closed, you are expected to remain in the class until its conclusion. All phones must be turned off and put away before entering the classroom. If your telephone rings during class or if you text during class, you will be counted as absent for the class period. No computers may be used in the classroom; see the instructor if there are any questions on this policy. Classroom etiquette demands courtesy towards all members of the class. If you cannot behave in a manner appropriate to the classroom, you will be told to leave.

SCHEDULE OF LECTURES AND READINGS

- Scheduled topics, readings and assignments may change at instructor's discretion. If you miss one or more class periods, be sure to ask whether schedule changes have been made.
- Readings must be completed prior to class on the day assigned and web readings must be printed out and brought to class. You are expected to read all assigned texts and be prepared to discuss them in class. Reading notes may be requested by the instructor if any student fails to participate regularly. In short – read and prepare!!

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject of day's class</th>
<th>Reading / assignment to be completed for this day's class</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANCIENT GREECE 700 - 400 BC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M, 22 August</td>
<td>Introduction to ancient history, geography, chronology, sources</td>
<td>• In-class reading: <em>Res Gestae</em></td>
</tr>
<tr>
<td>W, 24 August</td>
<td>Archaic and Classical Greece</td>
<td>• Textbook: 23-30; 37-74</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Blackboard: Sourcebook 2.3: Two Visions of the City-State</td>
</tr>
<tr>
<td>F, 26 August</td>
<td>The Persian War and the origins of classical Greece</td>
<td>• Blackboard: Herodotus on Marathon, Herodotus on Thermopylae</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Quiz: Archaic Greece</td>
</tr>
<tr>
<td>M, 29 August</td>
<td>Discussion: <em>The Battle of Salamis</em></td>
<td>• Barry Strauss, <em>Battle of Salamis</em>, read all.</td>
</tr>
<tr>
<td>F, 2 September</td>
<td>Athens and Sparta: The Peloponnesian War</td>
<td>• Textbook: 74-100</td>
</tr>
<tr>
<td>M, 5 Sept.</td>
<td><em>LABOR DAY</em></td>
<td>• <strong>Strauss Paper due</strong></td>
</tr>
</tbody>
</table>
### ANCIENT GREECE 700 - 400 BC, Cont.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>W, 7 September</td>
<td>Athens and Sparta: The Peloponnesian War</td>
<td>Blackboard: Thucydides, On Speeches</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sourcebook 3.1: The Golden Age of Athens</td>
</tr>
<tr>
<td>F, 9 September</td>
<td>Athens and Sparta: The Peloponnesian War II</td>
<td>Sourcebook 3.6: Protesting the War, Performing Satire</td>
</tr>
</tbody>
</table>

### THE HELLENISTIC WORLD, 338-31 BC

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>M, 12 September</td>
<td>The Rise of Macedonia and Alexander the Great</td>
<td>Textbook: 103-130</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sourcebook 4.1: The Conquest of New Lands: Arrian</td>
</tr>
<tr>
<td>W, 14 September</td>
<td>The Hellenistic world and the origins of Rome</td>
<td>Sourcebook 4.3: Everyday Life</td>
</tr>
<tr>
<td>F, 16 September</td>
<td>The Hellenistic world and the origins of Rome II</td>
<td>Quiz: Classical Greece and Alexander</td>
</tr>
</tbody>
</table>

### REPUBLICAN ROME: 753 BC - 31 BC

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>M, 19 September</td>
<td>The Roman Republic I: Italy and the Punic Wars</td>
<td>Textbook: 133-160</td>
</tr>
<tr>
<td>W, 21 September</td>
<td>The Roman Republic II: The Late Republic</td>
<td>Sourcebook 5.1: Formalizing Roman Law</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sourcebook 5.3: Roman Women Demonstrate</td>
</tr>
<tr>
<td>F, 23 September</td>
<td>The Roman Republic III: The End of the Republic</td>
<td>Sourcebook 5.5: Failure and Factionalism</td>
</tr>
<tr>
<td>M, 26 September</td>
<td>Rome: Republic to Empire</td>
<td>Sourcebook: 5.6: Toward Empire: Julius Caesar</td>
</tr>
<tr>
<td>W, 28 Sept.</td>
<td>MIDTERM I: GREECE THROUGH THE ROMAN REPUBLIC</td>
<td></td>
</tr>
</tbody>
</table>

### IMPERIAL ROME: 31 BC - AD 476

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>F, 30 September</td>
<td>Augustus and Empire</td>
<td>Textbook: 163-192</td>
</tr>
<tr>
<td>M, 3 October</td>
<td>The Early Dynasties and the Pax Romana</td>
<td>Sourcebook: 6.2: An Urban Empire</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sourcebook: 6.3: New Influences to the North</td>
</tr>
<tr>
<td>W, 5 October</td>
<td>Rome and Europe: Discussion: Tacitus and Empire</td>
<td>Tacitus: <em>Germania</em> (read all)</td>
</tr>
<tr>
<td>F, 7 October</td>
<td>Discussion: Tacitus, Emperors and Power</td>
<td>Tacitus: <em>Agricola</em> (read all)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>TACITUS PAPER DUE</strong></td>
</tr>
<tr>
<td>M, 10 October</td>
<td>The calamitous 3rd century and the decline of Rome</td>
<td>Sourcebook 6.4: Persecuting a New Religion</td>
</tr>
<tr>
<td>W, 13 – M, 17 Oct.</td>
<td>NO CLASS – FALL BREAK</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Textbook References</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>LATE ANTIQUITY AD 200 - 800</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W, 19 Oct</td>
<td>Christianity and the Empire: Constantine</td>
<td>• Textbook: 192-228</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sourcebook 7.1: The Establishment of Roman Christian Doctrine</td>
</tr>
<tr>
<td>F, 21 Oct</td>
<td>Late Antiquity and Byzantium</td>
<td>• Sourcebook 7.3: Development of Monasticism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sourcebook 7.5: Procopius, Secret History</td>
</tr>
<tr>
<td>M, 24 Oct</td>
<td>The formation of early medieval kingdoms</td>
<td>• Textbook: 231-258, 272-279</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sourcebook 8.5: Roman Christian Missions</td>
</tr>
<tr>
<td><strong>THE EARLY MIDDLE AGES, AD 500 - 1000</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W, 26 Oct</td>
<td>The rise of the Papacy and the rise of Islam</td>
<td>• Sourcebook 8.2: Jihad and Jizya</td>
</tr>
<tr>
<td>F, 28 Oct</td>
<td>Charlemagne</td>
<td>• Sourcebook 8.1: Rule of Charlemagne</td>
</tr>
<tr>
<td>M, 31 Oct</td>
<td>Invasion and crisis: Vikings and the end of the millennium</td>
<td>• Textbook: 279-292</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sourcebook 9.6: Faithful Vassal</td>
</tr>
<tr>
<td>W, 2 Nov</td>
<td>Advising day – no class</td>
<td></td>
</tr>
<tr>
<td>F, 4 Nov</td>
<td>MIDTERM 2: IMPERIAL ROME THROUGH THE EARLY MIDDLE AGES</td>
<td></td>
</tr>
<tr>
<td><strong>HIGH MIDDLE AGES, AD 1000-1300</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M, 7 Nov</td>
<td>The High Middle Ages: Those Who Pray</td>
<td>• Textbook: 295-367</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sourcebook 11.2: Gothic Architecture</td>
</tr>
<tr>
<td>W, 9 Nov</td>
<td>The High Middle Ages: Those Who Fight</td>
<td>• Sourcebook 10.3: Calling the First Crusade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sourcebook 10.4: Arab Response to the First Crusade</td>
</tr>
<tr>
<td>F, 11 Nov</td>
<td>The Song of Roland and the Crusades</td>
<td>• Start The Song of Roland (come in with questions!!)</td>
</tr>
<tr>
<td>M, 14 Nov</td>
<td>Discussion: The Song of Roland</td>
<td>• Song of Roland, read all.</td>
</tr>
<tr>
<td>W, 16 Nov</td>
<td>Culture and society in the High Middle Ages</td>
<td>• Sourcebook 11.1: Medieval University Life</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sourcebook 11.3: Courtly Love</td>
</tr>
<tr>
<td>F, 18 Nov</td>
<td>Class TBA</td>
<td>• Reading TBA</td>
</tr>
</tbody>
</table>
### HIGH MIDDLE AGES, AD 1000-1300, Cont.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>W, 23 – F, 25 Nov.</td>
<td>NO CLASS – THANKSGIVING BREAK</td>
<td></td>
</tr>
</tbody>
</table>

### LATE MIDDLE AGES, AD 1300-1500

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>W, 30 November</td>
<td>The End of the Middle Ages</td>
<td>Sourcebook 13.5: Extolling Humanism</td>
</tr>
<tr>
<td>F, 2 December</td>
<td>The Renaissance, North and South</td>
<td>Sourcebook 13.6: Women’s Place in Renaissance Italy</td>
</tr>
<tr>
<td>M, 5 December</td>
<td>The renaissance of religious thought: Luther and the Northern Renaissance</td>
<td>Textbook: 426-432, Blackboard: The 95 Theses</td>
</tr>
<tr>
<td>W, 7 December</td>
<td>TBA (Not a day off – class schedule TBA)</td>
<td></td>
</tr>
<tr>
<td>F, 9 December</td>
<td>Last day of class / review</td>
<td></td>
</tr>
<tr>
<td>T, 13 December</td>
<td>FINAL EXAM, 8:30 - 11:00</td>
<td></td>
</tr>
</tbody>
</table>
ANALYSIS PAPERS

Due dates:
1) Battle of Salamis – due in class, Friday, 2 September.
2) Tacitus, Agricola and Germania – due in class, Friday, 7 October.
3) Song of Roland – due in class, Wednesday, 16 November.

Due dates may be changed by the instructor, with appropriate notice.

Late paper policy: one grade off per day; weekends will also count towards late penalty. After three days, no late papers accepted. Papers will not be accepted by email. Hard copies must be submitted for paper to be considered ‘on-time’

Academic dishonesty: Any papers including plagiarized content will receive a failing grade and will result in failure of the course and report to judicial affairs. Do not plagiarize. Visit the writing center or speak to me if you would like additional information on how to avoid plagiarism!

Formatting: See Turabian Quick Guide (in this syllabus) for citation formatting information. Every paper must meet the following requirements:
- NO WEB SOURCES
- Name, title, course info. and date on first page and / or cover page
- 3 full pages minimum, no more than 6 full pages in length
- Typed and printed in black ink
- 1” margins and reasonable font (10-12)
- Doubled spaced
- Numbered pages
- Stapled
- Use quotations with footnotes or endnotes (no parenthetical citations)
- Bibliography (even if external sources are not used).

Content: These short papers should analyze a particular aspect of the text or author, based on a thesis or argument which you construct. Do NOT attempt to analyze the whole work - this is far too short a paper to do so. Your thesis should focus on one aspect of the work, something that can be supported in only three or four pages. You are not expected or encouraged to do research or outside reading for these papers. They are meant to be a close reading and analysis of individual texts. Furthermore, these are NOT opinion papers and these are NOT summaries. I’ve read the text, so don’t simply tell me what it says. Also, don't pass judgment on the author or the period, or tell me what you liked or didn't like - that's not analysis.
HIST 221: EUROPEAN HISTORY TO 1517
FALL 2011

ANALYSIS PAPER COVER SHEET (TEMPLATE FYI)

NAME: ____________________________

ESSAY TITLE: ____________________________

GRADE: ____________________________

The Fine Print: Formatting and documentation:
Typed and printed in black ink, submitted in hard copy
Name, title, course information and date on first page and / or cover page
1" margins, black ink, reasonable font (10-12), doubled spaced, numbered pages, stapled
3 full pages minimum, no more than 6 full pages in length
Quotations (mandatory) and footnotes or endnotes (no parenthetical citation)
Bibliography (even if external sources are not used)
NO WEB SOURCES

Late paper policy: One grade off per day (weekends included!). After three days, no late papers accepted. Papers will not be accepted by email. Hard copies must be submitted for paper to be considered ‘on-time.' If you submit your paper after class, under my door, or in my mailbox, it will be counted late.

Plagiarism: Any papers including plagiarized content will receive a failing grade and may result in failure of the course and report to judicial affairs. Do not plagiarize. Visit the writing center or speak to me if you would like additional information on how to avoid plagiarism!

_____ Clear, original and coherent argument or point of analysis

_____ Clear and sophisticated understanding of major texts and ideas

_____ Avoids summary and basic recitation of class discussion

_____ Well-organized paper, with appropriate introduction and conclusion, logical and well-organized paragraphs

_____ Concrete examples, judicious quotations to support argument and proper citation

_____ Correct grammar and formatting, thoughtful, well-written, closely-edited prose (no first person, no fragments, run-ons, disagreements or ambiguity). Almost free of spelling and typographical errors

_____ Meets basic paper requirements (pages, formatting, no web, etc.)

COMMENTS:
Follow these formats for your analysis paper documentation.

N = footnotes
B = bibliography

Book: One author (Use this for *The Battle of Salamis notes and bibliography*)


Book: Editor, translator, or compiler instead of author (Use this for *Song of Roland*)


Chapter of an edited volume originally published elsewhere (as in primary sources)


Preface, foreword, introduction, or similar part of a book


Book published electronically

Article in a print journal


UNIVERSITY OF GEORGIA LIBRARIES RESEARCH GUIDES: TURABIAN STYLE
http://www.libs.uga.edu/ref/turabian.html

Format for Additional Note References
"Once a work has been cited in complete form, later references to it are shortened. For this, either short titles or the Latin abbreviation *ibid.* (for *ibidem*, "in the same place") should be used" (8.84).

Use this form after the first full reference when there are no intervening references:

2. Ibid.

Use this form when there are no intervening references and the reference is to a different page in the same work:

3. Ibid., 68.

Use this form when there are intervening references between the first full reference and this one (book and article titles may be shortened):


WHAT IS PLAGIARISM?
Plagiarism and any other form of cheating in my classes will be dealt with in the severest manner possible, without exception - failure of the course and referral to the university judicial system.

The History Department’s definition of plagiarism: **anything you could not have written without the source open in front of you.**

This includes:
- Word-for-word cutting and pasting of original source, with no quotation marks and no attribution
- Word-for-word cutting and pasting with attribution but no quotation marks
- Word-for-word cutting and pasting with quotation marks but no attribution
- Snipping of juicy and/or otherwise distinctive phrases with no quotation marks and no attribution
- Close paraphrases of substantial length in which selected words have merely been replaced by common synonyms
- Sections of prose which have been reasonably well paraphrased but which parallel the original source in structure (that is, there is a sentence-for-sentence congruence, in which your sentences differ from those of the original but express substantially the same ideas in the same order for more than a sentence or two)

HOW TO AVOID PLAGIARISM:
- When taking notes from sources, be sure to use quotation marks and include page numbers, in your notes, to ensure that you do not accidentally borrow direct language.
- Avoid the web. Do not use the web as a research source. Do not be tempted to cut and paste from a website. Even pictures or maps downloaded from the web and used without attribution are considered plagiarism.
- Learn what plagiarism is. Cite frequently. When in doubt, cite and / or ask your instructor.
- Visit the Writing Center. They too can offer advice on writing and note-taking that may help you avoid accidental borrowing.
- Prepare. Research early. Write early. Don’t put yourself in a position where you are tempted to take the “easy” way out.

*(Thanks to Dr. Gael Graham for creating these guidelines to plagiarism!)*

See the University’s policy on academic integrity here: [http://www.wcu.edu/26163.asp](http://www.wcu.edu/26163.asp)

Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see ArticleVII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE). Violations of the Academic Integrity Policy include:

- **Cheating** - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- **Fabrication** – Creating and/or falsifying information or citation in any academic exercise.
- **Plagiarism** - Representing the words or ideas of someone else as one’s own in any academic exercise.
- **Facilitation** - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)
In my twentieth year [44 B.C.], acting on my own initiative and at my own charges, I raised an army wherewith I brought again liberty to the Republic oppressed by the dominance of a faction. Therefore did the Senate admit me to its own order by honorary decrees, in the consulship of Gaius Pansa and Aulus Hirtius. At the same time they gave unto me rank among the consulars in the expressing of my opinion [in the Senate]; and they gave unto me the imperium. It also voted that I, as propretor, together with the consuls, should "see to it that the state suffered no harm." In the same year, too, when both consuls had fallen in battle, the people made me consul and triumvir for the re-establishing of the Republic.

The men who killed my father I drove into exile by strictly judicial process, and then, when they took up arms against the Republic, twice I overcame them in battle.

I undertook civil and foreign wars both by land and by sea; as victor therein I showed mercy to all surviving [Roman] citizens. Foreign nations, that I could safely pardon, I preferred to spare rather than to destroy. About 500,000 Roman citizens took the military oath of allegiance to me. Rather over 300,000 of these have I settled in colonies, or sent back to their home towns (municipia) when their term of service ran out; and to all of these I have given lands bought by me, or the money for farms---and this out of my private means. I have taken 600 ships, besides those smaller than triremes.

In my fifth consulship, by order of the People and the Senate, I increased the number of patricians. Three times I revised the Senate list. In my sixth consulship, with my colleague, Marcus Agrippa, I made a census of the People. [By it] the number of Roman citizens was 4,063,000. Again in the consulship of Gaius Censorinus and Gaius Asinus [8 B.C.] I [took the census, when] the number of Roman citizens was 4,230,000. A third time . . . in the consulship of Sextus Pompeius and Sextus Appuleius [14 A.D.], with Tiberius Caesar as colleague, I [took the census when] the number of Roman citizens was 4,937,000. By new legislation I have restored many customs of our ancestors which had begun to fall into disuse, and I have myself also set many examples worthy of imitation by those to follow me.

To each of the Roman plebs I paid 300 sesterces in accord with the last will of my father. In my own name in my fifth consulship, I gave 400 sesterces from the spoils of war. Again in my tenth consulship [24 B.C.] I gave from my own estate to every man 400 sesterces as a donative. In my eleventh, twelve times I made distributions of food, buying grain at my own charges. And I made like gifts on several other occasions. The sum which I spent for Italian farms was about 600,000,000 sesterces and for lands in the provinces about 260,000,000... Four times have I aided the public treasury from my own means, to such extent that I furnished to those managing the treasury department 150,000,000 sesterces.

I built the Curia [Senate House], and the Chalcidicum adjacent thereunto, the temple of Apollo on the Palatine with its porticoes, the temple of the deified Julius [Caesar], the Lupercal, the portico to the Circus of Flaminius [and a vast number of other public buildings and temples]. Aqueducts which have crumbled through age I have restored, and I have doubled the water [in the aqueduct] called the Marcian by turning a new stream into its course. The Forum Julium and the basilica which was between the temple of Castor and the temple of Saturn, works begun and almost completed by my father, I finished.
Three times in my own name and five times in that of my [adoptive] sons or my grandsons I have given gladiator exhibitions; in these exhibitions about 10,000 men have fought. [Besides other games] twenty-six times in my own name, or in that of my sons and grandsons I have given hunts of African wild beasts in the circus, the Forum, the amphitheaters---and about 3500 wild beasts have been slain. I gave the people the spectacle of a naval battle beyond the Tiber where is now the grove of the Caesars. For this purpose an excavation was made 1800 feet long and 1200 wide. In this contest thirty warships--triremes or biremes---took part, and many others smaller. About 3000 men fought on these craft beside the rowers.

I have cleared the sea from pirates. In that war with the slaves I delivered to their masters for punishment 30,000 slaves who had fled their masters and taken up arms against the Republic. The provinces of Gaul, Spain, Africa, Sicily, and Sardinia swore the same allegiance to me. I have extended the boundaries of all the provinces of the Roman People which were bordered by nations not yet subjected to our sway. My fleet has navigated the ocean from the mouth of the Rhine as far as the boundaries of the Cimbrri where aforetime no Roman had ever penetrated by land or by sea. The German peoples there sent their legates, seeking my friendship, and that of the Roman people. At almost the same time, by my command and under my auspices two armies have been led into Ethiopia and into Arabia, which is called Felix ["The Happy"] and very many of the enemy of both peoples have fallen in battle, and many towns have been captured. I added Egypt to the Empire of the Roman People. When the king of Greater Armenia was killed I could have made that country a province, but I preferred after the manner of our fathers to deliver the kingdom to Tigranes [a vassal prince].... I have compelled the Parthians to give up to me the spoils and standards of three Roman armies, and as suppliants to seek the friendship of the Roman people. Those [recovered] standards, moreover, I have deposited in the sanctuary located in the temple of Mars the Avenger.

In my sixth and seventh consulships [28 and 27 B.C.] when I had put an end to the civil wars, after having obtained complete control of the government, by universal consent I transferred the Republic from my own dominion back to the authority of the Senate and Roman People. In return for this favor by me, I received by decree of the Senate the title Augustus, the door-posts of my house were publicly decked with laurels, a civic crown was fixed above my door, and in the Julian Curia [Senate-house] was set a golden shield, which by its inscription bore witness that it was bestowed on me, by the Senate and Roman People, on account of my valor, clemency, justice, and piety. After that time I excelled all others in dignity, but of power I held no more than those who were my colleagues in any magistracy.

Source: From: William Stearns Davis, ed., Readings in Ancient History: Illustrative Extracts from the Sources, 2 Vols. (Boston: Allyn and Bacon, 1912-13), Vol. II: Rome and the West, pp. 166-172. Scanned by: J. S. Arkenberg, Dept. of History, Cal. State Fullerton. This text is part of the Internet Ancient History Sourcebook. The Sourcebook is a collection of public domain and copy-permitted texts related to medieval and Byzantine history. Unless otherwise indicated the specific electronic form of the document is copyright. Permission is granted for electronic copying, distribution in print form for educational purposes and personal use. No representation is made about texts which are linked off-site, although in most cases these are also public domain. If you do reduplicate the document, indicate the source. No permission is granted for commercial use. © Paul Halsall, June 1998
halsall@murray.fordham.edu
HIST 221 – EUROPEAN HISTORY TO 1517
FALL 2011

STUDENT INFORMATION
Note that this information is for instructor use only and will not be shared.

Name: ________________________

I prefer to be called: ________________________

Email (that I use): ________________________

Phone: ________________________

Major / Year:

Previous History coursework?

Disabilities / Conflicts (please inform me of any reasons which might cause you to miss class (such as military, athletics, child-care, long commute). Please note that official disabilities requiring assistance in class / test-taking must be reported to Student Services.

Anything else I should be aware of?

Additional Info. (inst. only)

Sourcebook # (inst. only)
Policy Notes and Syllabus for History 222  
European History Since 1517  
Spring Semester 2012

INSTRUCTOR: Dr. D. R. Dorondo  
OFFICE: 227-C McKee.  
OFFICE PHONE: 828-227-3908.  
OFFICE HOURS: TR 1:00-1:50 PM and by appointment.  
ELECTRONIC MAILING ADDRESS: dorondo@email.wcu.edu

OBJECTIVE: In this course students will familiarize themselves with, and gain a greater understanding of, European history since 1517 through readings and in-class discussions of various topics. Europe’s impact upon the world in the modern age has been profound, both for good and for ill. Though overshadowed by the rise of the “superpowers” after World War II and consigned by many observers to historic irrelevance after 1945, Europe has re-emerged in the early twenty-first century as a major influence upon the course of the world’s events. We shall examine the tumultuous course of European history beginning with the Protestant Reformation in the sixteenth century. Subsequent topics will include, but will not be limited to, economic development, nationalism, imperialism, and the world wars of the twentieth century.

ADOPTED TEXT: Hunt, Martin, et al, THE MAKING OF THE WEST: PEOPLES AND CULTURES (Bedford/St. Martin’s, 2001). NOTA BENE: You will see that only two other sources of reading assignments are required for this course. Do not be fooled. There will be more than enough to do. While I cannot guarantee that you will pass if you do all the reading, I can virtually guarantee that you will not pass if you ignore the reading. Be advised!

REQUIRED SUPPLEMENTAL TEXTS:  
1. Katherine J. Luvali, ed., Sources for the Making of the West: Peoples and Cultures, vol.2. Purchase of this text is not required. Reading assignments will be provided via electronic distribution.  

FURTHER SUPPLEMENTAL MATERIALS: Any supplemental materials that may from time to time be distributed will also be considered required reading and subject to testing.

ATTENDANCE POLICY: Be here all the time. Points will be deducted from the final grade for each unexcused absence in excess of three.
EXAMINATIONS: Members of the class will have four regularly scheduled examinations (about every four weeks; dates to be announced). These include a comprehensive final examination. All examinations will consist of essays. All examinations will be written in dark blue or black ink and in Blue Books. Work written otherwise will not be accepted.

LIBERAL STUDIES OBJECTIVES:
This course is a Liberal Studies course. The learning goals of the Liberal Studies Program are for students to:

- Demonstrate the ability to locate, analyze, synthesize, and evaluate information;
- Demonstrate the ability to interpret and use numerical, written, oral and visual data;
- Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
- Demonstrate the ability to critically analyze arguments; demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being;
- Demonstrate an understanding of
  - Past human experiences and ability to relate them to the present;
  - Different contemporary cultures and their interrelationships;
  - Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity; scientific concepts and methods as well as contemporary issues in science and technology;
  - Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding.

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES:
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Phone: (828) 227-7234.

VARIA:
All contact via e-mail will use the students' addresses as supplied in MyCat.
THE SYLLABUS

Wk 1 (10-12 Jan): Course introduction; “Rules of the Road;” and “How to Write Essay-Question Exams.”


Wk 2 (17-19 Jan): Same as Wk 1.


Wk 4 (31 Jan-2 Feb): Same as Wk 3. **Test 1: 2 Feb.**


Wk 6 (14-16 Feb): Same as Wk 5.


Wk 8 (28 Feb-1 Mar): **Test 2: 28 Feb. Mid-Term Break begins 1 Mar.**

Wk 9 (6-8 Mar): *Industry and Empire.* Readings – Hunt, Chapter 23, pp 725-740; Chapter 24, pp 783-797. Roberts, Chapter X.


Wk 12 (27-29 Mar): Same as Wk 11. **Test 3: 29 March.**

Wk 13 (3-5 Apr): **Spring Break.**

Wk 15 (17-19 Apr): Same as Wk 14.

Wk 16 (24-26 Apr): Same as Wk 15.
Welcome to History 231, United States to 1865! This course explores the American experience from the pre-contact period to the Civil War. It is designed for both students in history/social science education and students taking history as part of liberal studies.

**Learning Objectives:** The objective of this course is to develop critical thinking, reasoning skills, and oral and written expression through a consideration of early American history, including:

- Social, political, and economic change
- The genesis of American identity
- Watershed events in American history and their causes
- American cultural history

**Professor:** Dr. Richard D. Starnes

**Office/Office Hours:** McKee 226 8-9 MWF; 10-11 MWF and By Appointment (if the door’s open, come in)

**Telephone:** 227-3910

**E-mail:** starnes@email.wcu.edu

**COPIES OF ALL COURSE MATERIALS WILL BE POSTED TO BLACKBOARD.**
In addition, this course will seek to accomplish the following learning objectives for the P3 (History) category:

**P3: History**

- This course introduces students to a distinctive body of knowledge in the discipline of history and to the tools of historical inquiry that shape and define it.

- This course locates people and events in space and time, explaining change and continuity, and the diversity of forces shaping events, institutions, and value systems.

- The content of this course is of sufficient breadth to convey an understanding of development over time and of sufficient depth to illustrate the complexity of forces that mold events. Students will be engaged in the experience of interpreting the record of the past and drawing their own conclusions.

At the end of this course, you will have a firm grasp of the major events of early American history and recent interpretations of the American experience. This background will allow you to ask serious, informed questions about America’s past, and apply the answers to other courses, current events, and problems requiring an historical perspective.

**Expectations:** What can you expect of me? I’m here to help you learn. If you need help, let me know, and I’ll do my best to make sure you understand course material and do well in our class. I’ll come to class prepared, grade you as fairly as I can (but remember, I am not infallible), and I’ll try to make our class stimulating, fun, and create an environment in which all can learn. From you, I expect you to take responsibility for learning independently. That means come to class prepared, bring discussion questions to class, participate once you’re there, and dedicate time for our class assignments. If you do those things, you will be successful, and the class will be too. Let’s work together to have a good class!

**Course Presentation:** This course will consist of lectures, discussions, films, outside readings, written papers, and exams. **Class discussion and cooperative learning exercises will be major aspects of this course and students are expected read and take notes on the required material before class.** Special assignments might be made on occasion (i.e.- preparation for group discussions). The enclosed outline lists the general topic of the class for any given day. The dynamics of class discussion will determine the exact material covered in class. Students are responsible for all information contained in textbook assignments, reserve readings, additional readings, films, and class discussions. Lack of preparation will be reflected in the Participation grade.

**Discussion Sections:** As part of this course, you will participate in discussion sections. These will meet on Fridays and will take a slightly different form than regular lecture classes. More information will be provided at a later date.

**Exams:** Exams will be essay in format. The final exam will be comprehensive. All make-up exams must be approved by me in advance and will be administered by appointment.
**Attendance:** The University policy on attendance, as outlined in the catalog, will be followed. Attendance is key to success in this course. Special circumstances or University-related absences should be discussed beforehand with the instructor. Ten points per absence will be deducted from the Participation portion of the grade for every absence in excess of 3.

**Email:** I will use your Catamount email account for all course related email. Check it often.


**Supplementary Texts:** (These are available at City Lights Book Store in Sylva and at the University Bookstore)
Karen Kupperman, *The Jamestown Project*
T.H. Breen, *American Insurgents, American Patriots*
Paul R. Johnson and Sean Wilentz, *The Kingdom of Matthias*
James McPherson, *For Cause and Comrades*

**Academic Honesty:** No form of academic dishonesty (cheating, plagiarism, etc.) will be tolerated. The University Academic Integrity policy, as outlined in the student handbook, will be followed if cases arise. See: [http://www.wcu.edu/26163.asp](http://www.wcu.edu/26163.asp). Do not copy the work of someone else (even off a website) and turn it in as your own. Use quotations where appropriate, meaning when you are using words someone else said or wrote. Penalties for such acts range from a zero on the assignment to failure for the course. If you have any questions about what constitutes academic dishonesty, consult the Academic Honesty Policy or contact me as soon as possible. Better safe than sorry!

**Late Assignments:** Assignments are due on the date listed on this syllabus. Late assignments will be penalized 20 points per day late. This includes non-class days. Late is defined as after the class begins on the date the assignment is due.

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716, lalexis@wcu.edu or 144 Killian Annex.

**Class Rules:**

1. Turn off all electronic devices before class begins.
2. Do not text in my class. Ever.
3. You may use computer for note taking. However, if the graduate assistants or I see you on email, Facebook, or any non-class activity, I reserve the right to ask you to leave.

**Book Assignments:** See Enclosed Guidelines.

**Final Exam:** Tuesday, 13 December 2011 at 8:30
<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>A – 940-1000</td>
</tr>
<tr>
<td>Kupperman Review</td>
<td>A- – 900-939</td>
</tr>
<tr>
<td>Breen Review</td>
<td>B+ – 870-899</td>
</tr>
<tr>
<td>Johnson/Wilentz Review</td>
<td>B – 840-869</td>
</tr>
<tr>
<td>McPherson Review</td>
<td>B- – 800-839</td>
</tr>
<tr>
<td>Discussion Section Assignments</td>
<td>C+ – 770-799</td>
</tr>
<tr>
<td>(25 points each)</td>
<td>C – 740-769</td>
</tr>
<tr>
<td>Final Exam</td>
<td>C- – 700-739</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>D+ – 670-699</td>
</tr>
<tr>
<td></td>
<td>D – 640-669</td>
</tr>
<tr>
<td></td>
<td>D- – 600-639</td>
</tr>
<tr>
<td></td>
<td>F – Below 600</td>
</tr>
</tbody>
</table>

**Note:** Conditional Composition ("CC") grades will be entered for students who do not meet course standards for written work.

Read the assigned chapters in the Tindall and Shi text before coming to class. Material Listed as BB can be found on the course Blackboard site. Read it before coming to class as well.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 August</td>
<td><strong>Course Introduction</strong></td>
<td></td>
</tr>
<tr>
<td>24 August</td>
<td>American Exceptionalism: Fact or Fiction?</td>
<td></td>
</tr>
<tr>
<td>26 August</td>
<td>Native American Society</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>29 August</td>
<td>Cultures in Collision in the Age of Exploration</td>
<td>Chapters 1 and 2</td>
</tr>
<tr>
<td>31 August</td>
<td>The Peopling of British North America</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>2 September</td>
<td>Discussion: What motivated colonists to come to British North America?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Book Discussion of Kupperman, The Jamestown Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Book Paper Due</strong></td>
<td></td>
</tr>
<tr>
<td>5 September</td>
<td><strong>Labor Day Holiday – No Classes</strong></td>
<td></td>
</tr>
<tr>
<td>7 September</td>
<td>Cultures of British North America</td>
<td>Chapters 2 and 3</td>
</tr>
<tr>
<td>9 September</td>
<td>Discussion: The Nature of Colonial Society</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment: Select two of these documents (but read them all for your discussion section. In a 500-word essay, discuss what themes these</td>
<td></td>
</tr>
</tbody>
</table>

BB: Readings Packet #1
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 September</td>
<td>Roots of Revolution</td>
<td>Chapters 4 and 5</td>
</tr>
<tr>
<td>14 September</td>
<td>What Did Freedom Mean in Revolutionary America?</td>
<td>Chapter 5</td>
</tr>
<tr>
<td></td>
<td>Declaration of Independence (See Tindall and Shi, pp. A45-49)</td>
<td></td>
</tr>
<tr>
<td>16 September</td>
<td>Discussion: What Did it Mean to be a Patriot?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion of Breen, American Insurgents, American Patriots</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Book Paper Due</strong></td>
<td></td>
</tr>
<tr>
<td>19 September</td>
<td>Revolution and American National Identity</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>21 September</td>
<td>Forging the New Republic</td>
<td>Chapters 7 and 8</td>
</tr>
<tr>
<td></td>
<td>Constitution and Bill of Rights (See Tindall and Shi, pp. A58-75)</td>
<td></td>
</tr>
<tr>
<td>23 September</td>
<td>Discussion: Liberty and its Meanings</td>
<td><strong>BB: Readings Packet #2</strong></td>
</tr>
<tr>
<td></td>
<td>Assignment: After reviewing the overview and the primary documents concerning Alien and Sedition Acts, write a 500-word essay on the role of fundamental freedoms in American society. Were these laws designed to quell dissent? How does that shape ideas of fundamental freedoms?</td>
<td></td>
</tr>
<tr>
<td>26 September</td>
<td>The Age of Jefferson</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>28 September</td>
<td>Slavery, Sectionalism, and the American Mind</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>30 September</td>
<td>Discussion: Persistent Sectionalism in a New Nation</td>
<td><strong>BB: Readings Packet #3</strong></td>
</tr>
<tr>
<td></td>
<td>Assignment: In a 500 word essay, outline the context and issues at stake in the Missouri crisis? Why is this episode significant?</td>
<td></td>
</tr>
<tr>
<td>3 October</td>
<td>American Culture In the Young Republic</td>
<td>Chapters 9 and 11</td>
</tr>
<tr>
<td>5 October</td>
<td>The Age of Jackson</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>7 October</td>
<td>American Romantics and Religions</td>
<td>Chapters 13</td>
</tr>
<tr>
<td>10 October</td>
<td>A Consumer Republic</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Chapter(s)</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>12 October</td>
<td>Midterm Exam</td>
<td></td>
</tr>
<tr>
<td>13-18 October</td>
<td>Fall Break</td>
<td></td>
</tr>
<tr>
<td>19 October</td>
<td>New Americans</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>21 October</td>
<td>Discussion: Manifest Destiny</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment: in a 500-word essay, discuss John L. O'Sullivan's idea of manifest destiny. What do such sentiments reflect about American Culture and politics? Do these ideas still resonate today?</td>
<td>BB: Readings Packet #4</td>
</tr>
<tr>
<td>24 October</td>
<td>Native Americans in a Changing Society</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>26 October</td>
<td>Cultural Clashes East and West</td>
<td>Chapters 12 and 14</td>
</tr>
<tr>
<td>28 October</td>
<td>Discussion: Seneca Falls and the Meaning of Freedom</td>
<td>BB: Readings Packet #5</td>
</tr>
<tr>
<td></td>
<td>Assignment: Review the Seneca Fall Declaration and Report and Resolutions. Write a 500-word essay discussing what these women were seeking. How could these changes be accomplished? What do these documents say about the nature of American freedom? Is freedom absolute?</td>
<td></td>
</tr>
<tr>
<td>31 October</td>
<td>American Culture in 1850</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>2 November</td>
<td>Advising Day – No Class</td>
<td></td>
</tr>
<tr>
<td>4 November</td>
<td>Reform in Antebellum America</td>
<td>BB: Readings Packet #6</td>
</tr>
<tr>
<td></td>
<td>Assignment: In a 500-word essay, explore what Dix and Mann are seeking. What motivates their reform efforts? How do these reflect a vision of American society?</td>
<td></td>
</tr>
<tr>
<td>7 November</td>
<td>The Old South</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>9 November</td>
<td>Slavery at Mid-Century: Social, Political, or Economic</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>11 November</td>
<td>Discussion: Slavery in Microcosm</td>
<td>Chapter 15</td>
</tr>
<tr>
<td></td>
<td>Discussion of Johnson and Wilentz, The Kingdom of Matthias</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Paper Due</strong></td>
<td></td>
</tr>
<tr>
<td>14 November</td>
<td>The Union in Crisis</td>
<td>Chapter 16</td>
</tr>
<tr>
<td>16 November</td>
<td>Preston Brooks’ Cane</td>
<td>Chapter 16</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>18 November</td>
<td>Discussion: <em>Dred Scott V. Sanford</em>: Freedom and Rights in America</td>
<td>Assignment: Read the documents on the Scott case. Write a 500-word essay discussing the importance of the case in light of American freedom. Why did supporters hail the case and why did detractors criticize it? Did it represent a significant change in the way American understood freedom?</td>
</tr>
<tr>
<td>21 November</td>
<td>Lincoln and Secession</td>
<td></td>
</tr>
<tr>
<td>23-27 November</td>
<td>Thanksgiving Holiday</td>
<td></td>
</tr>
<tr>
<td>28 November</td>
<td>War at the Front and at Home</td>
<td></td>
</tr>
<tr>
<td>30 November</td>
<td>“What This Cruel War Was Over”</td>
<td></td>
</tr>
<tr>
<td>2 December</td>
<td>Discussion: Civil Wars</td>
<td>Discussion of McPherson, <em>For Cause and Comrades</em></td>
</tr>
<tr>
<td></td>
<td><strong>Book Paper Due</strong></td>
<td></td>
</tr>
<tr>
<td>5 December</td>
<td>The Heaviest Battalions</td>
<td></td>
</tr>
<tr>
<td>7 December</td>
<td>Who Won the War?</td>
<td></td>
</tr>
<tr>
<td>9 December</td>
<td>Discussion: Exam Review</td>
<td></td>
</tr>
</tbody>
</table>
History 231
Fall 2011

Book Assignments

You are required to read and write about four books as part of your course requirements. Your papers will also serve as the basis for class discussions concerning both the periods covered by the books and the books themselves.

Each essay should not be a book summary. I’ve read each book and have my own opinions about it. Rather, your paper should analyze the book, give your assessment of it, and what the book teaches us about the period in which it is set.

Essays on the assigned books should run three pages or so, and should focus on analysis, not summary. For example: Does the author present adequate evidence to support his/her conclusions? What new insights did the book give you about the period? What lessons can we learn from this book and this period in history? What does the book tell us about American political dynamics? What does it say about the process of social change? Shifting American values? How individuals experience history? Differences and disparities in the historical experience? Ask big questions as you read these books and write about the answers you find.

You should avoid the first person, and colloquial expressions such as “a lot.” Use your best writing style. Your paper should utilize one-inch margins and standard typesettings (10-12 point font). Do not include a report cover, but include a title page.

Remember the University policy on academic dishonesty will be followed. Do not cut and paste material from the internet, or use another reference or source, to complete this assignment. If you have questions about plagiarism or other similar issues, see me.

Use parenthetical notation to cite page numbers for direct quotes.

We will discuss each book during class on the day these reviews are due. You may not stay for the discussion if you do not turn in a review. Keep this in mind.
HIST 232-01 United States Since 1865
TR 11-12:15
McKee 201

Dr. Andrew Denson
Office: McKee 203B
denson@email.wcu.edu
(828) 227-3867

Spring 09 Office Hours:
TR 2-4pm; W 1-2 (or by appointment)

Introduction and Course Objectives

Welcome to Hist 232, a survey course on American history from the end of the Civil War through the twentieth century (well, most of it, anyway). This class satisfies the history perspective requirement (P3) in the Liberal Studies program, as well as a portion of the survey requirement in the history and history-social science education majors. P3 courses are designed to: (1) "introduce students to a distinctive body of knowledge in the discipline of history and to the tools of historical inquiry that shape and define it," (2) "locate people and events in space and time, explaining change and continuity, and the diversity of forces shaping events, institutions, and value systems," and (3) provide content "of sufficient breadth to convey an understanding of development over time and of sufficient depth to illustrate the complexity of forces that mold events," while engaging students in "the experience of interpreting the record of the past and drawing their own conclusions." (WCU, liberal studies program objectives, www.wcu.edu/11037.asp)

Books

George Tindall and David Shi, America: A Narrative History (7th ed., 2007).
Timothy Tyson, Blood Done Sign My Name (2004).

Tindall and Shi is the rental text. The other two are available for purchase at the WCU bookstore. Students can also find cheap used copies at online booksellers like Amazon or Powell's. I don't care how you obtain the books, as long as you complete the reading and understand the content.

In addition to these books, students will read documents and examine visual material. These assignments are listed in the course schedule below and will be provided via WebCat.

Course Structure / Reading Assignments

Survey classes emphasize content (facts, events, dates - you know, history stuff) and broad expanses of time. Surveys tend to focus on national developments in politics, economics, and society. I think of HIST 232 as providing a framework of major themes and narratives that students can then carry with them as they conduct more specific inquiries or study in the future.

Students will gain much of the content for this course from the reading. In
class, my remarks will highlight and expand on particular elements of the reading or address what I consider to be gaps in the reading. I will also frequently lead the class in exercises and activities meant to deepen students' understanding of the material. It is very important that students come to class having completed the reading assigned for the day and that they arrive ready to discuss and contemplate the material. If you do not do the reading ahead of time, the lectures and in-class activities will make little sense.

Attendance and Participation

You must attend all class meetings. After each meeting, I make notes on student participation, and, obviously, if you are not present you cannot participate. Participation grades will reflect contributions to discussion, work in small-group exercises, and in-class writing. You will receive points for participation on three occasions, as indicated in the semester schedule below.

WebCat

This class will make extensive use of WebCat. Some of the readings will be available through WebCat, along with additional course materials like images. All grades will be posted to WebCat.

Exams

You will take three exams. Each will consist of three types of questions: identifications that can be answered in a few words, short answer questions that should be answered in two or three complete sentences, and essay questions that require an extended answer. On each exam, students will answer ten identification questions, five short answer questions, and one essay question. The final will not be cumulative, covering only the last third of the class. I have attached a sample exam (it is from a Native American history class - a survey, but not this survey).

Writing

In addition to sitting the exams and participating in class activities, students will complete four short writing assignments. These will be brief essays (500 to 700 words) designed to encourage students to think about some of the supplemental course material. The first three will require students to examine and interpret visual documents. The fourth will involve students responding to the Timothy Tyson memoir. All assignments will be posted to WebCat, along with the grading rubric I will use in evaluating the essays. Late essays will be penalized one full grade per day.

Extra Credit Opportunity

I like to use popular culture in class, but, unfortunately, our short class periods only allow limited time for things like films. To address this issue, I have scheduled three Wednesday evening meetings during which I will show substantial portions of films that offer insight into modern American cultural history. Attendance is optional, but if you show up you will receive 5 points toward your semester grade per meeting. In other words, I'm offering you extra credit to watch old movies, which everyone should do anyway.
Grade Breakdown

Exams 100 points each (300 total)
Essays 20 points each (80 total)
Participation 60 points (up to 20 points applied three times)

Total: 440 points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td></td>
<td>407-440</td>
<td>C</td>
<td>78-79%</td>
</tr>
<tr>
<td></td>
<td>341-351</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
<td>B</td>
<td>88-87%</td>
</tr>
<tr>
<td></td>
<td>385-395</td>
<td>C-</td>
<td>73-77%</td>
</tr>
<tr>
<td></td>
<td>308-318</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>363-384</td>
<td>D+</td>
<td>68-69%</td>
</tr>
<tr>
<td></td>
<td>297-307</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>D</td>
<td>63-67%</td>
</tr>
<tr>
<td></td>
<td>352-362</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>275-296</td>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td></td>
<td>264-274</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td></td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>0-263</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Seeking Help Promptly

If you find yourself falling behind or feeling overwhelmed, please seek help promptly. Often, students wait to find assistance until it is too late to avoid a poor grade. Schedule a meeting with me, come by during office hours, or contact one of the academic support offices, such as the writing center (227-7197) or the tutoring center (227-2273). You may also consider contacting the counseling center (227-7469).

Mobile Phones

All mobile phones and other electronic communication devices must remain off during class. If your phone or pager becomes a nuisance to me, I will lower your semester grade. If trouble persists, I will ask you to withdraw from the class. The same thing goes for text messaging in class (teachers can almost always see you when you are doing that, incidentally). I'd also suggest keeping them off when you come to office hours. Mobile phones make people stupid, whereas our goal at WCU is to make people smart.

Laptops

You are welcome to use a laptop in class; however, during class, the computer must be used only for course-related activities. If I find you checking your email or watching YouTube videos while I'm conducting class, I will reduce your final course grade.

Accommodations for Students with Disabilities

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.
Academic Dishonesty

You should familiarize yourself with WCU's policies regarding plagiarism and academic dishonesty. Any student caught cheating or plagiarizing will receive an automatic F for the course, and the case will be referred to the history department head and arts and sciences dean for further action.

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Textbook Chapters</th>
<th>Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 13</td>
<td>Course Intro</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 15</td>
<td>Reconstruction</td>
<td>Tindall and Shi, chap 18</td>
<td>Experiencing Freedom (WebCat)</td>
</tr>
<tr>
<td>Jan 20</td>
<td>The New South</td>
<td>Tindall and Shi, chap 19</td>
<td>African-American Pamphlets; Digest of NC Segregations Laws (WebCat)</td>
</tr>
<tr>
<td>Jan 22</td>
<td>Industrial America: Business</td>
<td>Tindall and Shi, chap 20</td>
<td>Industrialists' Testimony (WebCat)</td>
</tr>
<tr>
<td>Jan 27</td>
<td>Industrial America: Labor</td>
<td></td>
<td>Workers' testimony (WebCat)</td>
</tr>
<tr>
<td>Jan 29</td>
<td>Industrial America: Society and Culture</td>
<td>Tindall and Shi, chap 21</td>
<td>&quot;Ashcan&quot; Paintings (WebCat)</td>
</tr>
<tr>
<td></td>
<td><strong>Essay due</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 3</td>
<td>Politics: Crises of the 1890s</td>
<td>Tindall and Shi, chap 22</td>
<td></td>
</tr>
<tr>
<td>Feb 5</td>
<td>Politics: American Imperialism</td>
<td>Tindall and Shi, chap 23</td>
<td>Invasion of Cuba (WebCat)</td>
</tr>
<tr>
<td>Feb 10</td>
<td>Exam Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 12</td>
<td><strong>EXAM 1</strong> (covering lectures and class activities since Jan 13 and text book chapters 18 to 23)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Participation grades posted to WebCat</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 17</td>
<td>Reform and Progressive Politics</td>
<td>Tindall and Shi, chap 24</td>
<td>Lewis Hine's Reform Photography (WebCat)</td>
</tr>
<tr>
<td>Feb 19</td>
<td>The Great War</td>
<td>Tindall and Shi, chap 25</td>
<td>Entering the Great War (WebCat)</td>
</tr>
<tr>
<td>Feb 24</td>
<td>No Class (Advising Day)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 26</td>
<td>Modern Times</td>
<td>Tindall and Shi, chap 26</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 10</td>
<td>From &quot;Normalcy&quot; to Collapse</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tindall and Shi, chap 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Documents: Explaining Hard Times (WebCat)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Start reading Roeder, Censored War</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 12</td>
<td>The New Deal and Liberal Coalition</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tindall and Shi, chap 28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 17</td>
<td>Depression-era Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Documents: 1939 World's Fair</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Essay due</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 19</td>
<td>World War II</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tindall and Shi, chaps 29 and 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 24</td>
<td>War and American Society and Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion of Roeder, Censored War</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 26</td>
<td><strong>EXAM 2</strong> (covering lectures and class activities since Feb 12,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>textbook chapters 24 through 30, and the Roeder book)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Participation grades posted to WebCat</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 31</td>
<td>United States as Superpower</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tindall and Shi, chap 31</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Start Reading Tyson, Blood Done Sign My Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 2</td>
<td>Cold War Culture</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tindall and Shi, chap 32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 7</td>
<td>Politics of the 50s / Rights Revolution Begins</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tindall and Shi, chap 33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 9</td>
<td>No Class (Easter)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 14</td>
<td>Liberal High Tide</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tindall and Shi, chap 34</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Documents: Civil Rights in Cold War Propaganda (WebCat)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 16</td>
<td>Legacies of the Rights Revolution</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion of Tyson, Blood Done Sign My Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Essay Due</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 21</td>
<td>Vietnam War Abroad and at Home</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tindall and Shi, chap 35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 23</td>
<td>Countercultures and Counter-countercultures</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Documents: 60s Visual Culture (WebCat)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 28</td>
<td>Conservative Revival</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tindall and Shi, chap 36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 30</td>
<td>Exam Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Participation grades posted to WebCat</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues, May 5</td>
<td><strong>EXAM 3</strong> (covering lectures and class activities since Mar 26,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>textbook chapters 31-36, and the Tyson book)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OPTIONAL FILM SESSIONS: 6:30pm, room TBA, Mar 11, Apr 1, and Apr 22
SAMPLE EXAM

PART ONE

Identifications (20 percent). Write a brief phrase identifying each of the following terms.

1. Joseph Brant?
2. Worcester v. Georgia (1832)?
3. "Anasazi"
4. Hernando de Soto
5. Tenskwatawa
6. Battle of Fallen Timbers
7. Kateri Tekakwitha
8. Cahokia
9. Cherokee Phoenix
10. courers de bois

PART TWO

Short Answer (30 percent). Answer FIVE of the following with one or two complete sentences.

1. Why did the Pueblo Indians drive the Spanish from New Mexico in 1680?
2. Who is "Kennewick Man," and why is he currently a source of controversy?
3. Explain the term "mourning war."
4. Why did many Native Americans object to the Treaty of Paris (1783), which ended the American Revolution?
5. What are the "Jesuit Relations," and why do historians find them useful?
6. Why were beaded belts (wampum belts) important in Native American diplomacy?
7. Why was the Ohio Valley strategically significant in the eighteenth century?
8. According to Iroquois tradition, why was the Iroquois League formed?

PART THREE

Essay (50 percent). Write an essay answering one of the following questions. Grading will take into account composition. Be sure to use specific examples drawn from the course materials, and try to draw upon all relevant sources.

1. Examine the influence of religion on relations between Native Americans and Europeans during the period we have covered so far. What roles did religion play in European colonization and in Native American responses to colonization? In general, do you think religion made relations between Native Americans and Europeans more or less difficult? Be sure to use specific examples.

2. In the first half of this class, we have spent considerable time discussing colonial-era "middle grounds." Where did such middle grounds exist in colonial North America, and why did they develop in those particular places? Did these middle grounds last? Why or why not?
History 232: American History Since 1865
Bardo Arts Center, Room 130

Elizabeth Gillespie McRae
McKee 221 C
Phone: 227-3481
Office Email: mcrae@email.wcu.edu*
Office Hours: M 10:15-11:45; W 3:45-5:00 and by appointment

Graduate Instructors: Phone: 227-2605
Kayla Pressley McKee 221 A 1-2:30pm Tues. and Thurs.
Matt Raley McKee 221 A Wed., 11-12 and Friday 10-1.
Kaylynn Washnock McKee 221 A; MW 8:50; MF 10:00-10:45

The syllabus with links and more details is available on Blackboard. Detailed discussion section assignments are also on Blackboard. The Powerpoints used in class will be available on Blackboard, but these are only outlines. These are no substitution for notes.

Course Description: History 232 is an introductory survey of modern American history. Conceptually, we will examine the meanings of democracy, the promise of America and the changing definitions of the American dream. It would be impossible to cover everything between 1865 and the present, so the lectures and discussions are designed to help you confront our central theme: the meaning of freedom. They are also designed around themes, questions, and events that you may not have confronted as part of your high school courses. We will examine who has achieved the American dream and the obstacles that have prevented and continue to prevent the fulfillment of those dreams for others. As part of this exploration, we will confront the varied and often contested meanings of freedom in America. Lectures will provide broader overviews, and discussion sections will require students to examine historical interpretations offered in lectures with evidence from everyday Americans.

Course Objectives:
To confront the promise of America and the reality of that promise
Recognize relationship between historical evidence and historical interpretation
To develop well-reasoned historical interpretations
To improve reading, writing, and thinking skills

Liberal Study Objectives:
- Demonstrate the ability to locate, analyze, synthesize, and evaluate information;
- Demonstrate the ability to interpret and use numerical, written, oral, and visual data;
- Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
- Demonstrate the ability to critically analyze arguments;
- Demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being;
- Demonstrate an understanding of
  - Past human experiences and ability to relate them to the present;
  - Different contemporary cultures and their interrelationships;
  - Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity;
  - Scientific concepts and methods as well as contemporary issues in science and technology;
Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding.

**Course Requirements:** This course requires your attendance, your preparation, and your participation. Monday and Wednesday are generally lecture days. **Powerpoints will be posted; full lecture notes will not be posted.** The discussion section reading must be completed before the discussion sections. The textbook reading is to be used as a resource and guide. It does not require the careful reading that your supplementary texts and Friday assignments demand. Skim the sections in which you feel confident about the content and read more closely those which are unfamiliar.

**A Note on Discussion Sections:** When you are assigned to a Discussion Section, you will report to that room on Fridays, (unless otherwise noted in the syllabus—there are some group film days). This is your chance to explore some questions and historical evidence in more detail and to seek clarification on questions that may have developed during the lectures. **Your courteous, engaged, and respectful participation is required in these Friday sections.** Assignments are due at the beginning of class. A hard copy of assignments must be provided to your instructor. **Emailed copies will not be accepted.** Late papers will be docked 10 points for each day, and they are late beginning with the start of class on the due date. If you do not have an assignment ready, then you may not attend discussion section if you want to turn it in late.

**Class Policies:**

**Weather Policy**—Unless the University cancels classes, I will hold class as will your discussion leaders.

**Electronic Policy:** Laptop, phones, ipod, etc., are not be permitted in class. Phones, should also be turned off and put away before class. If you use one of these during class, you will be counted absent.

**Attendance.** Attendance is expected at all lectures and discussions. Each absence after 2 at lectures will result in your grade being lowered by ½ a letter grade.

Academic Integrity: Cheating or Plagiarism will result in the minimum of a zero on the assignment and a written report will be filed with Judicial Affairs. Academic dishonesty may also result in the failure of the course. A second reported offense can result in expulsion. For the university policy, see [http://www.wcu.edu/WebFiles/WordDocs/facultycenter_WCUStrudentHandbookAcademicHonesty.doc](http://www.wcu.edu/WebFiles/WordDocs/facultycenter_WCUStructingStudentHandbookAcademicHonesty.doc)

**Email:** In email communication, please note HIST232 in the subject heading if you would like me to respond. Email is a means of communication, and I will generally respond within 24. If I don’t respond in 24 hours, email me again, please.
Graded Assignments: Graded assignments will be collected and returned in discussion sections, generally the following week.

Required Texts: Tindall and Shi, America: A Narrative History (Rental)
Charles Lane, The Day Freedom Died
Dalton Trumbo, Johnny Got His Gun
David Farber, Taken Hostage
Bryant Simon, Everything But the Coffee
(Supplemental Texts are Available at the bookstore, at on-line used booksellers, and on reserve in the library)

Grade Distribution:
2 Mid-Terms and 1 Final: 100 each
3 Book Quizzes @ 50 each 1 Book Essay @100
4 Discussion Section Assignments @ 80 points each (Assignments 2, 5, 7 and 9)
Participation @ 110
Meeting with Teaching Assistant @ 20 points

Written assignments are noted in bold.

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Title</th>
<th>Reading /Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan.9</td>
<td>Opening Day—American Dreams</td>
<td></td>
</tr>
<tr>
<td>Jan. 11</td>
<td>The Meaning of Freedom</td>
<td>T&amp;S, Chpt. 18</td>
</tr>
<tr>
<td>Jan. 13</td>
<td>1877? “Grand Army of Starvation”</td>
<td>Film in FPAC 130—Discussion Section Assignments Available</td>
</tr>
<tr>
<td>Jan. 16</td>
<td>No Class—MLK Day</td>
<td></td>
</tr>
<tr>
<td>Jan. 18</td>
<td>Political Reconstruction</td>
<td>Chpt. 18</td>
</tr>
<tr>
<td>Jan. 20</td>
<td>Discussion Section #1—Book Due</td>
<td>Discussion Section #1 Book Analysis Due: Charles Lane, The Day Freedom Died</td>
</tr>
<tr>
<td>Jan. 23</td>
<td>The Age of Capital: Part I</td>
<td>T&amp;S, Chpt. 20</td>
</tr>
<tr>
<td>Jan. 25</td>
<td>The Age of Capital Part</td>
<td>T&amp;S, Chapter 21 and 19</td>
</tr>
<tr>
<td>Jan. 27</td>
<td>Age of Capital: Part III</td>
<td>Discussion Section #2 Assignment #2 Reflection Paper</td>
</tr>
<tr>
<td></td>
<td>Life in the Cities</td>
<td></td>
</tr>
<tr>
<td>Jan. 30</td>
<td>From Wilmington to Tulsa/the New South to the Great Migration</td>
<td>T&amp;S, Chapter 22</td>
</tr>
<tr>
<td>Feb. 1</td>
<td>Populism and Progressivism: from the top down</td>
<td>T&amp;S Chpt. 24</td>
</tr>
</tbody>
</table>

**Date**

**Lecture Title**

**Reading /Assignment Due**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 3</td>
<td>Progressivism from the Bottom Up (labor unions, socialism)</td>
<td>Discussion Section #3 Laborers and Reform Quiz</td>
</tr>
<tr>
<td></td>
<td>Discussion Section #4</td>
<td></td>
</tr>
<tr>
<td>Feb. 6</td>
<td>American Imperialism</td>
<td>T&amp;S, chpt. 23</td>
</tr>
<tr>
<td>Feb. 8</td>
<td>World War I</td>
<td>T&amp;S, chpt. 25</td>
</tr>
<tr>
<td></td>
<td>MATEWAN SHOULD BE VIEWED BY THIS DATE</td>
<td></td>
</tr>
<tr>
<td>Feb. 10</td>
<td>Discussion Section</td>
<td>Discussion Section#4 Mid-Term #1</td>
</tr>
<tr>
<td>Feb. 13</td>
<td>New Rides, New Women, New Robes</td>
<td>T&amp;S. chpt. 26</td>
</tr>
<tr>
<td>Feb. 15</td>
<td>The Great Depression and the New Deal: Part I</td>
<td>T&amp;S, chpt. 28</td>
</tr>
<tr>
<td>Feb. 17</td>
<td>Discussion Section</td>
<td>Discussion Section #5 Assignment #5 Museum Exhibit—Great Depression. FSA Photos Library of Congress</td>
</tr>
<tr>
<td>Feb. 20</td>
<td>The Great Depression and the New Deal, Part II,</td>
<td>Chpt. 28</td>
</tr>
<tr>
<td>Feb. 22</td>
<td>The Great Depression and the New Deal: Part III, Environmental Disasters</td>
<td>Chpt. 28</td>
</tr>
<tr>
<td>Feb. 24</td>
<td>War In American Society</td>
<td>Discussion Section #6 Assignment #6: Book Quiz: Johnny Get Your Gun</td>
</tr>
<tr>
<td>Feb. 27</td>
<td>Twisted Road to WWII</td>
<td>Chpt. 29</td>
</tr>
<tr>
<td>Feb. 29—March 2</td>
<td>First Spring Break</td>
<td></td>
</tr>
<tr>
<td>March 5</td>
<td>World War II</td>
<td>Chpt. 30</td>
</tr>
<tr>
<td>March 7</td>
<td>The Cold War</td>
<td>Chpt. 31</td>
</tr>
<tr>
<td>March 9</td>
<td>Anticommunist America</td>
<td>Discussion Section #7 Assignment #7 Anticommunism and Freedom?</td>
</tr>
<tr>
<td>March 12</td>
<td>The 1950s: It’s a Suburban World</td>
<td>T&amp;S Chpt.32</td>
</tr>
<tr>
<td>March 14</td>
<td>The 1950s: Radical or Conservative?</td>
<td>T&amp;S Chpt.32</td>
</tr>
<tr>
<td></td>
<td>Civil Rights Films Should Be Viewed by Midterm #2</td>
<td></td>
</tr>
<tr>
<td>March 16</td>
<td>MIDTERM #2</td>
<td>Discussion Section #8 Midterm #2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Reading Material</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>March 19</td>
<td>The Civil Rights Movement: The Early Years, 1942-1955</td>
<td>T&amp;S, Chpt. 33 and 34</td>
</tr>
<tr>
<td>March 21</td>
<td>Days of Hope to Days of Rage</td>
<td>Chpt. 33 and 34</td>
</tr>
<tr>
<td>March 23</td>
<td>War on Poverty</td>
<td>Discussion Section #9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment #9 NC FUND FILM CRITIQUE</td>
</tr>
<tr>
<td>March 26</td>
<td>Our Longest War: Vietnam</td>
<td>Chpt. 34 and 35</td>
</tr>
<tr>
<td>March 28</td>
<td>From Suffrage to Anti-ERA</td>
<td></td>
</tr>
<tr>
<td>March 30</td>
<td>Radicalism and Culture</td>
<td>Discussion Section #10: AIM, Southern Radicalism, and the Last Poets. Quiz</td>
</tr>
<tr>
<td>April 2-6</td>
<td>SECOND SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>April 9</td>
<td>Fate of an American City: Detroit</td>
<td></td>
</tr>
<tr>
<td>April 11</td>
<td>Nixon and the End of American Politics</td>
<td>Chpt. 35</td>
</tr>
<tr>
<td>April 13</td>
<td>America in the Middle East</td>
<td>Discussion Section# 11 Taken Hostage—Book Quiz</td>
</tr>
<tr>
<td>April 16</td>
<td>Deindustrialization</td>
<td></td>
</tr>
<tr>
<td>April 18</td>
<td>Reagan and The Rise of American Conservatism</td>
<td>Chpt. 36</td>
</tr>
<tr>
<td>April 20</td>
<td>Immigration—Changing Face of America</td>
<td>Discussion Section #12 — Americanization Quiz</td>
</tr>
<tr>
<td>April 23</td>
<td>Clinton the Conservative</td>
<td>T&amp;S, Chpt. 36</td>
</tr>
<tr>
<td>April 25</td>
<td>America’s Wars</td>
<td>1374-1389</td>
</tr>
<tr>
<td>April 27</td>
<td>A Consumer Nation</td>
<td>Discussion Section #13— Book Discussion/Quiz Everything But the Coffee</td>
</tr>
</tbody>
</table>

**Final Exam:** Tuesday, May 1 @8:30. Rooms to Be Announced. You will take with your discussion section.

Films: Will be available on Reserve to be watched in the Library. There will also be showings on campus on dates to be announced. You may come then or watch independently in the Library.

*Matewan*

*Civil Rights Film Night*

*Change Comes Knocking: The Story of the NC Fund*
Statement on Accommodations for students with disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.
DISCUSSION ASSIGNMENTS.

**Prequel Assignment:** After Discussion Section 2-5, you need to come by to meet with your discussion leader in their office, McKee 221 A. You can come with questions, bring your first paper, or just suggest how your instructor can best involve you in the Friday discussions.

**Assignment #1—January 21st. Book Essay Due**

Read carefully, Charles Lane’s *The Day Freedom Died.*

This book is available in the bookstore and there are 2 copies on 2-hour reserve at the circulation desk. It is long (the longest of the semester), so get started.

Write a 700-750 word essay that examines the implications that this book makes about Reconstruction.

**Follow these style guidelines for the remaining papers in this course.**

Write a 750 word book analysis. 12 point font/1 inch margins/title page with title, name, discussion section. Be sure to use appropriate citations. You may use parenthetical citations for book pages. Any source used outside of the text should be cited either in a footnote or endnote. Quote and cite exact material taken from texts. Cite material that is paraphrased.

Your paper should have a thesis statement in the introductory paragraph that sets up your analysis. Please do not write a book summary. Book summaries, no matter how eloquently written, will receive no grade higher than a C.

**Note on the reading:** There are many names and the political allegiances change each moment. The first part of the book in particular is confusing if you try to keep track of every name and party affiliation. The remedy: Don’t. I have provided some questions and themes to help you frame your reading. On the attached sheet are some basic terms that you will want to be familiar with in order to understand the book.

Questions to Consider:
How did Reconstruction end in Louisiana? What are the implications for the nation? Who holds responsibility for the failure of Reconstruction? What role did violence play in the eradication of democratic rights in the reconstructed south? What were/are the long term implications of this moment in American history?
Assignment #2. January 27th. Reflection on Life in the Cities

http://www.ilr.cornell.edu/trianglefire/ Go to Photographs and Illustrations
http://xroads.virginia.ma01/davis/photography/images/riisphotos/slideshow1.html
http://www.bartleby.com/208/ (read the first 3 chapters, chapter 3 is ‘The Mixed Crowd’)
http://www.livingcityarchive.org/htm/framesets/living_city/fs_exh.htm

The Age of Capital coincided with the rise of national newspapers, of muckrakers and of photojournalism. It also involved the transition for many Americans from a rural lifestyle to an urban one. In addition, the rise of industry involved the recruitment of immigrants and the increased involvement of women in “outside work.” In this assignment, you should read excerpts from Jacob Riis’s How the Other Half Lives, and look at the xroads website of his photographs and well as the Triangle Shirtwaist Fire website. For an overview, you can look at the brief exhibit on New York City (living city).

Given these sources, consider how the lives of these city residents would challenge notions of American freedom and change the political debates of the day. How could the city and the nation deal with such a transition? Where do the responsibilities lie for these conditions? Where do the responsibilities lie for their solutions? How might this economic, social, and cultural transition change ideas about politics and government?

Consider one, some, or all of these questions in a 500-700 word reflection. Be sure to cite your sources. If you refer to a Riis photograph, cite it by name and the website. If you quote or paraphrase from How the Other Half Lives, then cite the chapter “The Mixed Crowd,” and the website (for example). If you take information from other readings, then cite it.
Assignment #3. February 3rd.
Reform from the Bottom Up In the Progressive Era. Quiz
(Socialism, Knights of Labor, IWW, AFL)
Assignment #4.  Feb. 17th.  Great Depression Museum Exhibit

This week you will think about everyday people during the Great Depression and how the New Deal reached into their lives. You will do this through the medium of photography—a powerful, government funded documentary enterprise during the Great Depression/New Deal.

2nd--At http://memory.loc.gov/ammem/fsahtml/fadocamer.html click on Farm Security Administration photographs. Look at a minimum of 3 different photographers listed and examine their pictures. Either Ben Shahn, John Vachon, Dorothea Lange, Walker Evans, or Arthur Rothstein’s Tenant Workers or Arthur Rothstein’s Migratory Worker Camps. Look at their photographs as historical sources. What do we learn about this group of people? What are the limitations? What is the photographer trying to argue? What do we learn about America? About the New Deal?

http://docs.fdrlibrary.marist.edu/gdphotos.html

http://nutrias.org/photos/wpa/wpaphotos.htm

http://newdeal.feri.org/carbonhill/index.htm

After spending some time looking through these images, establish a theme for your exhibit, and choose images that allow you to examine:

Unemployment
Regional differences in the Great Depression
Relationship between environment and poverty
Great Depression in Comparison: County v. the City
Women in the Great Depression
Racialized Poverty
Ideal Americans?

Criteria
Your Museum Exhibit should have the following:
Title
1 page introduction (250 words) that establishes the theme of your exhibit, the questions it addresses, the lessons it offers.

12 Images with captions (1-6 lines) that establish historical context, significance (relationship to exhibit theme should be clear). Print these either in a Word Document or on a Powerpoint slide with the area for notes to the side. You may use front and back and
have 2 pictures per page. Please make sure the pictures are numbered in order, so the order of the exhibit is clear.

Citation page if you did not include citations in your introduction and on your slides. For example, if you used a picture of Alfred Parsons from the Library of Congress as image #2 and your caption included a quotation from his congressional testimony that you found in a primary source collection, then your citation for #2 would include the LOC website and the citation from the primary source reader.

For Example: If you focused on the life of children, you might include this Lewis Hine slide and write the following caption. I have cited the information in the description that I paraphrased (did not quote) from Like a Family. I have also cited the location of the photograph. You can also number your slides and include a citation page with the information.

---

**Southern Mill Laborer**

Industrialization took its toll on the bodies of its workers. In the textile mills, children constituted much of the labor. In a state without labor unions and in a time without workers' compensation or medical insurance, this young man has lost his ability to provide for himself.


---

Be ready to discuss learning about the New Deal from the bottom up.

Questions to Consider: How did the Great Depression affect the lives of working Americans? How does our picture of America change depending on the method used to convey it—oral history, letters, or photographs? How does the method shape our interpretation of this event? How do the sources confound the traditional periodization of the Great Depression and the New Deal? From these sources, can you chart the reach of the New Deal? What do we learn about politics? How might your definition of politics change? How did being a man or a woman affect your experience during the Great Depression? Ask the same question using age, race, or region. If you were asked to collect documentation for this period, who would you have chosen to interview or photograph and why? How might that change our understanding of the period?
Assignment #  . Book Discussion: Dalton Trumbo: *Johnny Got Your Gun*?
Anticommunism in Cold War America
Assignment #

Film Critique: *Change Comes Knocking: The North Carolina Fund*

This film documents the work of the North Carolina Fund in the 1960s. The North Carolina Fund was one of the models for the War on Poverty and targeted both the urban and rural poor. The film focuses on Durham and western North Carolina and is a companion documentary to the book *The North Carolina Fund* by Robert Korstad and James Leloudis.

Write a 700-750 word analysis that considers one of the following questions:

What shocked you about the film? Why? What about your understanding of history or of people, or of NC, contributed to your surprise?

Given what workers for the NC Fund found in impoverished communities, how might you explain the relative impoverishment of these urban and rural communities?

What does this film suggest to you about the promise and process of eliminating poverty? What would prevent us from waging a war on poverty today? Are some of the reasons similar to the obstacles that proponents of the fund faced in the 1960s and 1970s?
Visit the following youtube sites. Listen and watch carefully. Pay attention to the dress, the lyrics, the places, etc. Now, think about if cultural radicalism is a political act.

….Think harder about this one.
Assignment #   . Book Discussion: David Farber,

Read *Taken Hostage*. Be sure to take careful notes on the trajectory of American involvement in Iran, being sure to craft a general timeline. Be prepared to take a book quiz.
Assignment #  . April 20, 2012.
Acting “American” versus “Un-American”: A Comparative Perspective
1920s v. 2000s.

(Americanization articles from NY Times; particularly have them read debates on
Germans going to German parochial schools, having to learn English, etc.) have them
compare this to debates today about )
Assignment #   . April 27th.
Book Discussion: Everything But the Coffee

Read this book carefully. Consider the following questions as you read: What is it about American’s that Simon says makes us/them pay for coffee? What evidence does he present to suggest that the United States is a consumer nation? What is the relationship currently between consumption and democracy? Can you buy your politics? What are the limitations of relying on corporate capitalism as a promoter of civic engagement?
HIST 297-01
SOPHOMORE SEMINAR

TH 6-8:50pm
McKee 208

Dr. Andrew Denson

McKee 203B
828-227-3867
denson@email.wcu.edu

Office Hours: MWF, 1:30-2:30pm; Thurs 3-5pm (or by appointment)

Objectives
Welcome to HIST 297, the Sophomore Seminar. This class is the history department's introduction to historical research methods, historiography, and history as a profession. It is a required course for all history and history/social science education majors. My goals for the course are for students to:

- Learn and practice basic historical research skills.
- Develop an introductory understanding of historiography.
- Learn about history as a profession and consider their post-graduation plans.
- Improve their ability to analyze primary documents.
- Improve their ability to formulate and support historical arguments.

Books
James West Davidson and Mark Hamilton Lytle, After the Fact: The Art of Historical Detection (5th ed.)
Peter Hoffer, Past Imperfect
Kate Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations (7th ed.)

After the Fact is the rental text. The rest are available for sale at the WCU bookstore. Cheap used copies are available online, as well. When I checked Amazon in mid-August, I could have purchased used copies of the supplemental books for about $17 total. The Hoffer book is available on reserve at Hunter Library, and you can get a copy of Turabian at the library reference desk.

Class Format / Participation
You will probably find this class to be quite different from any other history course you have taken. Rather than deal with a particular historical area, the Sophomore Seminar is meant to introduce you to the practice of history - the methods and debates that produce historical knowledge. Students generally find this course to be quite challenging, not because the work is more difficult but because it requires them to think in new ways.

As a seminar, this course emphasizes discussion, which means that you must be an active participant in class if you are going to succeed. You must keep up with the reading and come to our meetings ready to discuss the material assigned. I keep weekly notes on student participation, and I will assign grades for participation twice during the course of the semester, as indicated in the schedule below. Participation grades will take into account in-class writing and other exercises, such as the worksheets assigned for some meetings. You can find the rubric I will use in assigning participation grades on WebCat.
Attendance

You must attend every class. Failure to attend will result in my lowering your participation grade substantially. This will, in turn, prevent you from earning a decent grade for the semester. If you must be absent, you should inform me ahead of time.

Reading Assignments

Reading must be completed before the assigned class period. Some weeks have heavier assignments than others, so be sure to look ahead and leave adequate time for reading. You should bring the material in question (or at least your notes on it) to class. Note that some of the reading takes the form of documents and essays, which you will access through WebCat.

Written Work and Oral Presentations

You will be writing a great deal for this course. The main assignment will be a semester-long research project, culminating in a 22 to 25 page paper (5500 to 6500 words). In addition to the paper, itself, you will turn in a number of preliminary documents, reflecting different stages of the research process. The points assigned to these various stages add up to more than the points assigned to the final draft of the paper. In other words, this assignment is about the process of research as much as the finished product. I will post a more detailed description sheet to WebCat separately.

In addition to the research project, you will complete several shorter assignments: an essay on the Hoffer book (4 to 5 pages long), a critical review of a book related to your research project (3 to 4 pages), and a "mini-paper" tied to an exercise designed to help you practice synthesizing primary sources (2 pages). You will also make a short oral presentation related to your research project at the end of the semester. For all of these assignments, I will post detailed descriptions and grading criteria on WebCat.

On Oct 15, Michael Despeaux from the WCU Career Center will visit class for a resume workshop. For the next meeting, you will write a resume, along with a brief statement outlining your post-graduation goals and the steps you can take while still an undergraduate to pursue those goals. I will grade the resumes on a pass/fail basis (if you turn it in, you receive full credit).

I will accept late assignments; however, I will mark them down one full letter grade for each day they are late (each day, not each class meeting).

Peer Advising

Your classmates will be examining and providing advice on much of your writing this semester, so be aware that you will be writing for your peers and not just for the instructor. Obtaining others' advice is an essential part of effective writing.

How to Succeed

This class rewards steady effort and active participation throughout the semester. There is no final exam, so you cannot save your grade at the last minute. Even a very good final draft of your research paper will only help your grade so much, if you have not worked steadily through the semester. As I mention above, I have structured the research paper assignment so that the grade reflects the importance of the process, not just the final product.
Grades

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Particiaption</td>
<td>100</td>
<td>Research Proposal</td>
<td>50</td>
</tr>
<tr>
<td>Hoffer Essay</td>
<td>50</td>
<td>Research Report</td>
<td>25</td>
</tr>
<tr>
<td>Book Review</td>
<td>50</td>
<td>Research Paper Intro</td>
<td>25</td>
</tr>
<tr>
<td>Resume</td>
<td>50</td>
<td>Research Paper Draft</td>
<td>25</td>
</tr>
<tr>
<td>&quot;Mini-paper&quot;</td>
<td>25</td>
<td>Final Draft</td>
<td>100</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total = 550 pts

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Min - Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>540-550</td>
</tr>
<tr>
<td>A</td>
<td>506-539</td>
</tr>
<tr>
<td>A-</td>
<td>495-505</td>
</tr>
<tr>
<td>A+</td>
<td>484-494</td>
</tr>
<tr>
<td>A</td>
<td>451-483</td>
</tr>
<tr>
<td>A-</td>
<td>440-450</td>
</tr>
<tr>
<td>A+</td>
<td>429-439</td>
</tr>
<tr>
<td>A</td>
<td>429-428</td>
</tr>
<tr>
<td>A-</td>
<td>415-418</td>
</tr>
<tr>
<td>A+</td>
<td>396-428</td>
</tr>
<tr>
<td>A</td>
<td>396-395</td>
</tr>
<tr>
<td>A-</td>
<td>385-395</td>
</tr>
<tr>
<td>B</td>
<td>341-373</td>
</tr>
<tr>
<td>B+</td>
<td>374-384</td>
</tr>
<tr>
<td>B</td>
<td>330-340</td>
</tr>
<tr>
<td>B-</td>
<td>300-330</td>
</tr>
<tr>
<td>B+</td>
<td>310-329</td>
</tr>
<tr>
<td>B</td>
<td>310-329</td>
</tr>
<tr>
<td>B-</td>
<td>300-329</td>
</tr>
<tr>
<td>F</td>
<td>0-329</td>
</tr>
</tbody>
</table>

Seeking Help Promptly

If you find yourself falling behind or feeling overwhelmed, please seek help promptly. Often, students wait to find assistance until it is too late to avoid a poor grade. Schedule a meeting with me, come by during office hours, or contact one of the academic support offices, such as the writing center (227-7197) or the tutoring center (227-2274). You may also want to consider contacting the counseling center (227-7469).

Mobile Phones, Texting, etc.

All mobile phones and other electronic communication devices must remain off during class. If your phone becomes a nuisance to me, I will lower your participation grade. If trouble persists, I will ask you to withdraw from the class. And don't text in class. I can usually see you doing it, and it makes you look incredibly stupid. You are welcome to bring a laptop computer (especially now that the university lacks the money for paper), but you must not use it for any purpose other than class activities during class time. If you violate this policy, I will lower your participation grade substantially.

Accommodations for Students with Disabilities

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.
Academic Honesty

Here is WCU's policy statement on academic honesty:

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

A. Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
B. Fabrication: Intentional falsification of information or citation in an academic exercise.
C. Plagiarism: Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
D. Facilitation of Academic Dishonesty: Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

(Source: WCU Undergraduate Catalog, 71-72)

Here is my policy:

Students committing acts of academic dishonesty will receive an automatic F for the course, and I will send a written report of the incident to my department head, who may pursue further disciplinary action.

For more information on academic honesty at WCU, see the Undergraduate Catalog and your Student Handbook.

SEMESTER SCHEDULE

Aug 27      Course Introduction
            Dissecting a Classic Essay
            Reading: Turabian, 5-11; Edmund S. Morgan, "Slavery and Freedom: The American Paradox" (essay and worksheet on WebCat)
            Start reading Hoffer, Past Imperfect (essay assignment on WebCat)

Sep 3       Varieties of Academic Writing
            Reading: Turabian, 12-35; Freehling, "The Divided South" (WebCat); McPherson, "Why the Confederacy Lost" (WebCat); McPherson, excerpt of Battle Cry of Freedom (WebCat)

Sep 10      Topics and Resources (meet in Hunter Library 186)
            Complete source-hunting worksheet (WebCat)
            Reading: After the Fact, prologue, chap 1; Barzun and Graff, "The ABC of Technique" (WebCat)

Sep 17      A Researcher's Obligations
            Discussion of Hoffer, Past Imperfect
            **Essay due**

Sep 24      Reviewing Proposals / Next Steps
            Reading: Turabian, 36-47
            **Proposal / Research Plan due**
            **Participation grades posted to WebCat**

Oct 1       NO CLASS (CONFERENCE)

Oct 8       NO CLASS (FALL BREAK)
Oct 15  Resume Workshop / Citations
Reading: Turabian, 133-159 (bring the Turabian handbook to class)
**Book review and research report due**

Oct 22  Arguments and Evidence
Reading: After the Fact, chaps 3 and 8; Boston Massacre packet (WebCat)
**Resume / career planning document due**

Oct 29  Arguments and Evidence
Reading: Turabian, 48-81
**Boston Massacre mini-paper due**

Nov 5  Beyond Written Evidence
Reading: After the Fact, chaps 4 and 9
**Research Paper Introduction due**

Nov 12  NO CLASS (WRITE!)
**Research Paper drafts posted to WebCat by Nov 17 at noon**

Nov 19  Reviewing Drafts / Planning Revision
Reading: Turabian, 98-119

Nov 26  NO CLASS (THANKSGIVING)

Dec 3  Reflecting on the Research Process
**Research Paper Final Drafts Due**

Dec 10  **Student Presentations / Presentation document due**

**Participation Grades Posted to WebCat**
HIST 297
Sophomore Seminar

Instructor: Alex Macaulay  
email: macaulay@wcu.edu  
Office: 204A McKee  
Phone Number: 227-3497  
Office Hours: Thursday 9-11 AM,  
Wednesday 2-5 PM,  
and by appointment

Required Texts:  
Peter Charles Hoffer, *Past Imperfect*  
Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7th ed.  
James West Davidson and Mark Hamilton Lytle, *After the Fact*

Course Description:  
This course will provide you with a focused introduction to the historical profession. Over the next few months, we will try to figure out what historians do, how they do it, and why they do it.

Course Requirements and Expectations:  
ATTENDANCE: You are required to attend class and this will factor into your overall participation grade. As a seminar, we only meet once a week and therefore it is imperative that you attend every class. Should you miss a class, you will need to meet with me to discuss the absence. Should you miss three (3) classes you will receive an F in the class.

CLASS PARTICIPATION: Your active participation in class will be crucial to determining how well and (just as importantly) how quickly this semester goes. Keep up with the daily readings and come to class prepared to discuss the assigned material. I will do my best to spark your interest, but you will need to do your part as well by speaking up and paying attention. Remember, your participation grade depends upon the quality, not just the quantity of your contributions to the class. Although I have my doubts, as of right now, I still hold to the belief that there is no such thing as a bad question.

Written Assignments:  
**YOU MUST TURN IN EVERY ASSIGNMENT TO PASS THE CLASS.**

ANNOTATED BIBLIOGRAPHY: On the first week of class, I will assign you a two year time period and an historical era. Go to the library and find the *American*
Historical Review issues published over the two year span you were assigned. Read reviews of all the books written during that time on your assigned historical era. Write an annotated bibliography of 30 works (15 per year if possible). Use Turabian to figure out how to cite the works. Your annotations should include the author’s argument, particular focus, conclusion and source material. Use this information to track shifts in how historians’ study the past. What new questions are they asking? What new sources are they using? What new conclusions are they drawing? What new approaches are they taking?

BOOK REVIEWS: You will turn in two 3 to 5 page book reviews. One of the reviews will be of the Hoffer book and the other review will be of a book selected from your annotated bibliography.

SMALL(ER) RESEARCH PAPER: You will write a 6 to 8 page research paper using primary sources from 1914-1945. The details and requirements for this essay will be covered in a separate handout.

RESEARCH PAPER: The largest single portion of your grade will come from a semester long research project. There are multiple components to this project that you will hand in throughout the semester, culminating in a 20 to 25 page research paper. Check your syllabus regularly for due dates.

I accept late papers, but they are marked down one letter grade for each DAY (not class) that they are late.

I will not accept papers over email. Technology in general tends to baffle me, but I have a particular mistrust of the internet. Every semester, students claim to have sent me papers that I have yet to receive. I don’t know if this means that those papers are floating in the ether above us, waiting to arrive in my mailbox decades after you’ve graduated and I’ve retired, but I don’t want to take that risk.

A final word of caution here - PROOFREAD your papers before turning them in to me. A paper full of grammatical errors and sentences lacking verbs, subjects, or vowels indicates to me that this was a hastily thrown together work that you didn’t take seriously. If I feel you didn’t put forth a solid effort, your grade will reflect my frustration.

WCU’s Academic Integrity Policy

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process.
Violations of the Academic Integrity Policy include:

**Cheating** - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

**Fabrication** – Creating and/or falsifying information or citation in any academic exercise.

**Plagiarism** - Representing the words or ideas of someone else as one’s own in any academic exercise.

**Facilitation** - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)

GRADE BREAKDOWN:

- Book Reviews: 30% (15% apiece)
- Annotated Bibliography: 15%
- Small Research Paper: 15%
- Large Research Paper: 25%
- Research Proposal and Bibliography: 5%
- Participation: 10%

**Accommodations for Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You may also visit the office’s website: [http://www.wcu.edu/12789.asp](http://www.wcu.edu/12789.asp)

**Course Schedule:** You are expected to have COMPLETED the readings by the day they are listed on the syllabus.

**WEEK ONE (August 24)**
- Introduction and discussion of “History Under Construction in Florida” by Mary Beth Norton

**WEEK TWO (August 31) – The Importance of Perspective**

**READINGS:** *After the Fact*, Prologue and Chapter Two, Class Handout – “What the Historian Saw,” excerpted from Christopher Kelly, *The End of Empire.*
WEEK THREE (September 7) – Grand Narratives and Local History

**READINGS:** *After the Fact*, Chapter Three and Chapter Six; Class Handout – Introduction to Eric Foner’s *The Story of American Freedom*.

**BOOK REVIEW OF PAST IMPERFECT DUE**

WEEK FOUR (September 14) – Evaluating Primary Sources

**READINGS:** *After the Fact*, Chapter Four and Chapter Five.

WEEK FIVE (September 21) – Hunter Library Orientation

**ANNOTATED BIBLIOGRAPHIES DUE**

WEEK SIX (September 28) – Seeing History

**READINGS:** *After the Fact*, Chapter Nine and Chapter Fourteen; John E O’Connor and “History in Images/Images in History,” American *Historical Review* vol. 93, no. 5 (December 1988): 1200-1209; Class Handout – Introduction to Susan Douglas’ *Where the Girls Are*

WEEK SEVEN (October 5) – One Out of Many: Mass Movements and the Individual

**READINGS:** *After the Fact*, Chapter Seven, Chapter Twelve and Chapter Fifteen

**SMALL RESEARCH PAPER DUE**

WEEK EIGHT (October 12) – NO CLASS

WEEK NINE (October 19) – Oral History

**READINGS:** “There’s a Footnote to History” by Clifford Kuhn, *Journal of American History*, September 1997, pp. 583-595; *After the Fact*, Chapter Eight

**TURN IN RESEARCH PROPOSAL AND BIBLIOGRAPHY**

WEEK TEN (October 26) – History and the Movies

**READINGS:** *After the Fact*, Chapter Seventeen; Robert A. Rosenstone, “History in Images/History in Words,” *American Historical Review*, vol. 93, no. 5 (December 1988): 1173-1185; Class Handout – Reviews of Oliver Stone’s *JFK*.

WEEK ELEVEN (November 2) – ADVISING DAY
WEEK TWELVE (November 9) – Documentary History
  
  View *Uprising of ‘34*
  
  **READINGS:** Class Handout – “No Direction Home” from Frank Beacham’s *Whitewash*

SECOND BOOK REVIEW DUE

WEEK THIRTEEN (November 16) – Public History
  

WEEK FOURTEEN (November 23) – NO CLASS

WEEK FIFTEEN (November 30)
  
  Discuss Research Papers (class optional)

WEEK SIXTEEN (December 7)
  
  **FINAL PAPERS DUE**
Welcome to History 297, Sophomore Seminar!! This course will explore the techniques, methods, and theories historians use in their craft.

Learning Objectives: The objective of this course is to teach you how to be historians; that is, apply critical thinking, reasoning skills, and oral and written expression to historical problems through research. Particular attention will be paid to the following areas/skills:

a. Writing a critical book review
b. Exploring a wide variety of primary sources, and analyzing those sources
c. Exploring a wide range of theoretical and methodological approaches to historical research and writing
d. Developing a research proposal and supporting bibliography
e. Writing a formal research paper
f. Beginning career exploration and planning for History and Social Science Education majors.

Expectations: What can you expect of me? I’m here to help you learn. If you need help, let me know, and I’ll do my best to make sure you understand course material and do well in our class. I’ll come to class prepared, grade you as fairly as I can (but remember, I am not infallible), and I’ll try to make our class stimulating, fun, and create an environment in which all can learn. From you, I expect you to take responsibility for learning independently. That means come to class prepared, bring discussion questions to class, participate once you’re there, and dedicate time for our class assignments. If you do those things, you will be successful, and the class will be too. Let’s work together to have a good class!

Course Presentation: This course will consist of lectures, discussions, guided research, written papers, and presentations. Special assignments might be made on occasion (i.e.- preparation for group discussions). The enclosed outline lists the general topic of the class for any given day; the dynamics of class discussion will determine the exact material covered in class.

Blackboard: I will post course materials and readings on Blackboard. Check it frequently.
**Campus Email:** Other than face-to-face, I will use your Catamount email as the primary means of class communication. **Check it regularly.** If you do not, you are at risk of missing deadlines, schedule changes, and the like. Not checking email is not a valid excuse for missed work or deadlines.

**Attendance:** The University policy on attendance, as outlined in the catalog, will be followed. Attendance is key to success in this course, and will be taken daily. Special circumstances or University-related absences should be discussed beforehand with the instructor. Fifty points per absence will be deducted from your grade for every absence in excess of one class meeting.

**Class Rules:**

1. Do the readings prior to coming to class. If you repeatedly come to class unprepared, I reserve the right to ask you to leave. Remember, participation is part of your grade.
2. Turn off all electronic devices before class begins.
3. Do not text in my class. Ever.
4. You may use computer for note taking. However, if I see you on email, Facebook, or any non-class activity, I reserve the right to ask you to leave.

**Supplementary Text:**

Kate Turabian, *A Manual For Writers* (7th Edition)
Phillip Charles Hoffer, *Past Imperfect*

**Rental Text:**

James West Davidson and Mark Lytle, *After the Fact: The Art of Historical Detection* (Fifth Edition)

**Academic Dishonesty:** No form of academic dishonesty (cheating, plagiarism, etc.) will be tolerated. The University policy, as outlined in the student handbook, will be followed if cases arise. **Do not copy the work of someone else (including off a website) and turn it in as your own.** Use quotations where appropriate. Penalties for such acts range from a zero on the assignment to failure for the course. If you have any questions about what constitutes academic dishonesty, contact me as soon as possible. Better safe than sorry!

**Late Assignments:** Assignments are due on the date listed on this syllabus. Late assignments will be penalized 20 points per day late. This includes non-class days. Late is defined as after class begins on the due date.

**Resumes:** As part of course requirements, you will develop and submit an acceptable resume. The due date is listed on the course schedule. If you do not submit an acceptable resume you will receive an “I” for the course.

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is
confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

**Graded Assignments:** Graded assignments are outlined in more detail on the attached assignment sheet. Your research paper may not be a paper you have written or are currently writing for another course. Such use will constitute academic dishonesty (See above).

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Book Review</td>
<td>100</td>
</tr>
<tr>
<td>Primary Source Analysis</td>
<td>100</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>100</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>50</td>
</tr>
<tr>
<td>Research Paper</td>
<td>250</td>
</tr>
<tr>
<td>Research Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Oral Critique</td>
<td>50</td>
</tr>
<tr>
<td>Written Critique</td>
<td>100</td>
</tr>
<tr>
<td>Participation</td>
<td>150</td>
</tr>
<tr>
<td><strong>1000 Possible Points</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Grading Scale**

- A = 940-1000
- A- = 900-939
- B+ = 870-899
- B = 840-869
- B- = 800-839
- C+ = 770-799
- C = 740-769
- C- = 700-739
- D+ = 670-699
- D = 640-669
- D- = 600-639
- F = Below 600

**Final Exam:** The final exam for this course will be an oral presentation of your research. We will use our allotted exam period to complete research presentations and critiques.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 January</td>
<td>Course Introduction&lt;br&gt;What is History?&lt;br&gt;What do Historians Do?&lt;br&gt;Research Project Introduction</td>
<td></td>
</tr>
<tr>
<td>17 January</td>
<td>Library Tour&lt;br&gt;Crafting a Research Proposal and Bibliography&lt;br&gt;Plagiarism</td>
<td>After the Fact, Prologue University Academic Honesty Policy (See the Student Handbook)</td>
</tr>
<tr>
<td>24 January</td>
<td>Types of Sources: Newspapers&lt;br&gt;Types of Sources: Material Culture&lt;br&gt;Types of Sources: Letters, Diaries, and Memoirs</td>
<td>Interpretative Guides on Blackboard</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Assignment/Notes</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>31 January</td>
<td>Writing a Critical Book Review</td>
<td>Book Review Article on Blackboard&lt;br&gt;After the Fact, Chapters 4, 8, and 9</td>
</tr>
<tr>
<td></td>
<td>Types of Sources: Popular Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Types of Sources: Other Non-Written Sources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyzing Primary Sources</td>
<td></td>
</tr>
<tr>
<td>7 February</td>
<td>What Can I Do With a History Major?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preparing for Graduate School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What Can I Do With a History Major?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Crafting an Effective Resume</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Analytical Book Review Due</strong></td>
<td></td>
</tr>
<tr>
<td>14 February</td>
<td>Modes of Historical Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Crafting an Argument</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supporting an Argument</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Primary Source Analysis Due</strong></td>
<td></td>
</tr>
<tr>
<td>21 February</td>
<td>Advising Day - No Class</td>
<td></td>
</tr>
<tr>
<td>28 February</td>
<td>Citation Workshop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modes of Historical Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Resume Due</strong></td>
<td></td>
</tr>
<tr>
<td>6 March</td>
<td>Hoffer Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modes of Historical Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Status Roundtable Discussion</td>
<td></td>
</tr>
<tr>
<td>13 March</td>
<td>Modes of Historical Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Public History and Interpretation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Status Roundtable Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Hoffer Book</strong></td>
<td>After the Fact, Chapters 5-7</td>
</tr>
<tr>
<td>20 March</td>
<td>Modes of Historical Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Status Roundtable Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critiquing Historical Research</td>
<td></td>
</tr>
<tr>
<td>27 March</td>
<td>Modes of Historical Analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Status Roundtable Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Research Papers Due</strong></td>
<td>After the Fact, Chapters 16-17</td>
</tr>
<tr>
<td>2-6 April</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>10 April</td>
<td>Presentations and Critiques</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Written Critiques are due the day you do the Oral Critique</strong></td>
<td></td>
</tr>
<tr>
<td>17 April</td>
<td>Presentations and Critiques</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Written Critiques are due the day you do the Oral Critique</strong></td>
<td></td>
</tr>
<tr>
<td>24 April</td>
<td>Presentations and Critiques</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Written Critiques are due the day you do the Oral Critique</strong></td>
<td></td>
</tr>
<tr>
<td>1 May</td>
<td>Presentations and Critiques</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Written Critiques are due the day you do the Oral Critique</strong></td>
<td></td>
</tr>
</tbody>
</table>
History 297
Sophomore Seminar
Spring 2012

Research Project

During Sophomore Seminar, we will examine the research and analytical methods that historians use through a series of guided assignments designed to take you through a research topic from brainstorming to analyzing secondary and primary materials to the finished product. You may choose any topic that interests you (with a bit of guidance from yours truly) as long you will have access to adequate primary and secondary sources.

Step 1 – Select your topic.

Topics should be narrow enough to be viable and broad enough to make use of a variety of sources. This research should rest principally on primary sources, but should be informed by the relevant historiography. That means you have to be able to conduct your research with the resource available at Hunter Library, on the World Wide Web, and using interlibrary loan.

Step 2 – Survey the Secondary Literature and Identify Primary Sources

Learn what has been written on your topic or related topics. Identify databases and journals that will help you learn how scholars have approached your subject or similar ones. We will tour the library to get an idea where materials are located. I am available to help you locate both primary and secondary sources.

Step 3 – Craft the Research Proposal and Bibliography

Graded Assignments: Research Proposal and Annotated Bibliography

Your research proposal will be a 1-page (single spaced) summary of what you plan to research, your preliminary findings, approach, and likely organization (and, perhaps, a tentative interpretation). An annotated bibliography lists primary and secondary sources, and also discusses their importance, scope, contents, interpretation, etc. As part of this project, you will be required to submit an annotated bibliography. Each annotation should be 3-4 sentences and demonstrate that you know what the source is and how it applies to your subject. Your annotated bibliography should include primary and secondary sources (including journal articles), and should be extensive enough to both show your familiarity with materials and to show that your topic is viable.
Notes on Sources: For History courses, use on-line encyclopedias and similar web sites (like Wikipedia) is unacceptable. There are plenty of great on-line sources, especially primary source collections. Any use of any on-line source in either your paper or bibliography must be approved by me in advance. If you use Wikipedia or a similar source in your paper, even with proper citation, I will deduct 50 points per use. If you have questions, ask me.

Step 4 – Write a Critical Book Review

Graded Assignment: Critical Book Review

You will read one of the books on your bibliography, preferably a major interpretative work on the topic of your research (broadly defined, of course). These reviews will be no longer than 750 words (approximately 3 pages), and must conform to generally accepted standards for professional book reviews. That means they must strike a balance between summarizing the book’s content, analyzing the author’s argument, and assessing the book’s general readability and importance. If you disagree with the author’s thesis, say so! Your challenge is to take these authors to task by giving them each a thorough critique. Attached is a sample book review from the Journal of Southern History to give you an example of the type of review I am looking for.

Step 5 – Analyze Primary Sources

Graded Assignment: Primary Source Analysis

Historians must cast broad nets to capture a wide variety of primary sources upon which to base their interpretations. You will select one of the primary sources outlined in your bibliography and write a 4-5-page analysis of that source. This analysis will focus on questions such as (but not limited to): What does this source tell us? Is it reliable? Is it accurate? Is the creator biased? How? How can this evidence be used? How does it illuminate your topic? How does it fit into your argument? Should your argument be modified based on this source?

Step 6 – Explore Research Techniques

You will explore different modes of historical research and analysis, and use this knowledge in developing your approach to your topic. Modes include social history, gender, race, psychohistory, biography, and other ways in which historians approach historical problems. These modes of historical research not only help you analyze primary sources but also help you to place your work in the context of the relevant secondary literature. Placing your argument in context of the relevant secondary literature (what historians call historiography) helps to frame and articulate your argument.

Step 7 – Write the Research Paper

Graded Assignment: Research Paper
Your work will come to fruition in a paper of 22-25 or so pages (not including bibliography), properly formatted using Turabian, *A Manual For Writers*. Your paper should rely heavily on primary sources and should advance an interpretation. This means that it should not simply tell a story. It should, instead, tell a story that advances an argument, offers fresh insight into your topic, and draws conclusions about that topic.

**Step 8 – Present Your Findings**

Graded Assignment: Research Presentation

You will present your research findings in a 10-minute presentation. You will also make use of multimedia (i.e., PowerPoint) or supplementary materials. Your colleagues will also ask questions about your project.

**Step 9 – Critique Historical Research**

Graded Assignments: Written Critique and Oral Critique

Peer review is at the core of what historians do. It tests arguments, evaluates interpretation and evidence, and attempts to strengthen research for the good of all. You will critique a paper written by one of your seminar colleagues both orally and in writing. We will have a class on critiquing historical research, but generally speaking your critique should be substantive, focused on research, writing, and interpretation, and developmental (that is, how the author can improve this work). Your written critique should be about 4-pages in length, and your oral critique should last about five minutes. Remember, you’re graded on how well you critique your colleague’s work, not how nice you are. Be fair, be positive, but set high standards.

**Note on Help:** I’m here to help you succeed. If you need any assistance with developing your ideas, conducting your research, or writing any assignment, please let me know.
History 297: Sophomore Seminar

Dr. Elizabeth Yale
Email: eeyale@email.wcu.edu
Phone: 227-3869
Office: McKee 206B
Office Hours: M, W 11-12, W 2.15-4.30

Course Description

In History 297, you will learn how to conceptualize, research, and write a major history paper (20-25 pages). Over the course of the semester, we’ll take it step by step, unpacking the tools that historians keep in their toolkit and learning to use them as we go. We’ll learn about analyzing primary sources, using secondary sources to enhance your own analysis of historical events, people, and phenomena, and the different kinds of approaches that historians take to their material. You’ll hand in a series of assignments throughout the semester that build toward the big paper. This is a big project, but as long as you stay on track, you’ll do just fine.

Required Books


Additional required readings (marked with a * in the syllabus) will be posted on blackboard either as weblinks or PDF files.

Requirements

Except where noted, please submit the following assignments to the appropriate dropbox on the Course Blackboard page by 5 pm on the due date. I do not accept assignments submitted to me via email.

- **Annotated Bibliography:** A list of at least twenty primary (including books, articles, audio and visual materials, oral histories, archival material) and secondary sources (secondary sources can include books, and journal articles) formatted according to the guidelines in Turabian’s *Manual for Writers*. Each entry in the list should be accompanied by a few sentences explaining what’s in the source, and what its significance is. **Due September 16.**
• **Primary Source Analysis:** 3-5 pages. Close analysis of one primary source from your annotated bibliography. Discuss who created the source; what they intended it to convey; how it was received or interpreted by its intended audience; what it tells us about related historical events/phenomena/people; and what questions it raises for further research. 
   **Due September 30.**

• **Group Presentation:** 5-10 minutes. Present on one of the articles the week we discuss histories of war and violence (October 3). Presentations will be prepared by your group in class based on article read before class. Presentation should discuss the author of the article; the article’s argument; the evidence it brings to bear to support the argument; the article’s place within the historiography of war and violence; and possible criticisms of the author’s approach/argument.

• **Critical Book Review:** 3-5 pages. Evaluate one of the books on your annotated bibliography. Discuss the argument of the book and the evidence that the author brings to support the evidence. What are the book’s strengths? What are its weaknesses? What does it contribute to our understanding of the topic at hand? How does it fit with other literature on the topic? **Due October 12.**

• **Research Proposal:** 3-5 pages. Given an overview of your topic and research question; discuss the approach you intend to take; the primary sources you will look at; and tell us why this is an interesting topic and question, with reference to the existing historical literature on the topic. **Due October 21.**

• **Rough Draft:** ca. 15 pages. This is your first stab at the paper. You’ll exchange this with your critique partner, and you’ll read and comment on each other’s papers. **It is not graded, but you must turn it in, or your grade will automatically drop one whole letter grade** (i.e., if you would have had a B, you’ll have a C if you don’t turn this in). **Due November 21.**

• **Written Critique:** 1-2 pages. Offer a reflective assessment of your critique partner’s paper. What is the writer trying to accomplish? Do they succeed? What are the strengths and weaknesses of the paper? Be honest, but don’t be mean: offer constructive comments on what the author can do to make the paper better. **Due November 28 (bring two hard copies to class).**

• **Final Draft:** 20-25 pages (excluding an expanded version of your annotated bibliography, which you will resubmit with the paper). **Due December 5.**

• **Reading and reflection papers:** 1-2 pages. Short papers that ask you to reflect on the assigned reading. I will distribute questions for these papers via email the week before they’re due. Due dates noted in the schedule of readings and lectures; hard copies are always due in class.

• **Resume:** 1-2 pages. As part of the course, you’ll develop a resume that you can use for applying for jobs (including internships). The resume will count as one of the reading and reflection papers. **Due November 14.**
Grade Breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annotated Bibliography</td>
<td>100</td>
</tr>
<tr>
<td>Primary Source Analysis</td>
<td>100</td>
</tr>
<tr>
<td>Critical Book Review</td>
<td>100</td>
</tr>
<tr>
<td>Proposal</td>
<td>100</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Rough Draft</td>
<td>Not graded, but must be turned in or your grade will drop one whole letter grade</td>
</tr>
<tr>
<td>Written Critique</td>
<td>50</td>
</tr>
<tr>
<td>Research Presentation</td>
<td>80</td>
</tr>
<tr>
<td>Final Draft</td>
<td>250</td>
</tr>
<tr>
<td>Research and Reflection Papers (5 total)</td>
<td>100</td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
</tr>
</tbody>
</table>

Final Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>940-1000</td>
</tr>
<tr>
<td>A-</td>
<td>900-939</td>
</tr>
<tr>
<td>B+</td>
<td>870-899</td>
</tr>
<tr>
<td>B</td>
<td>830-869</td>
</tr>
<tr>
<td>B-</td>
<td>800-729</td>
</tr>
<tr>
<td>C+</td>
<td>770-799</td>
</tr>
<tr>
<td>C</td>
<td>730-769</td>
</tr>
<tr>
<td>C-</td>
<td>700-729</td>
</tr>
<tr>
<td>D+</td>
<td>670-699</td>
</tr>
<tr>
<td>D</td>
<td>630-669</td>
</tr>
<tr>
<td>D-</td>
<td>600-629</td>
</tr>
<tr>
<td>F</td>
<td>600 and below</td>
</tr>
</tbody>
</table>

Attendance, Participation, and Discussion

Participation and attendance are important parts of the class. Each session will be a mix of lecture, discussion, and other activities. **Because this class meets once a week, if you miss one class, you’ve missed an entire week of class.** If you miss classes, you will miss crucial information that will help you do well on the written assignments. If you must miss class, either due to a scheduled conflict (e.g. a University sponsored trip) or due to emergency or illness, please let me know as soon as possible so we can work out a plan for making up the absence. Unexcused absences cannot be made up.

On class discussions: Overall, my goal is lively discussions in which we debate various positions, arguments, and ideas. This won’t happen unless you come prepared, having done the readings and required assignments. I also ask that you listen and respond to other students thoughtfully, respectfully, and seriously. **Your participation grade will be based on your**
attendance and participation in class discussions. If you miss discussions or it becomes apparent that you haven’t done the reading your participation grade will go down.

Policy on Electronic Devices in the Classroom

Laptop computers are welcome in class for note taking or consulting online readings. However, please do not use them for anything else — checking email, surfing the Internet, shopping for shoes, etc. The success of this class depends on your active participation and engagement with lectures, discussions, and presentations, and everybody needs to be mentally present in the room at all times. Also, if you have a cell phone or a smartphone, please turn it off and keep it out of sight during class—absolutely no texting or emailing!

Accommodations for Students with Disabilities

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office’s website: http://www.wcu.edu/12789.asp

Academic Honesty Policy

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity.

In this class, you’re learning the ins and outs of historical research and what it means to be a historian. Therefore, I will hold you to the same standards of honesty and integrity that I am held to as a historian. What does this mean? Well, there are two things to keep in mind. First and foremost, you are responsible for conceiving, writing, and revising your own essays and writing assignments (though, of course you’ll work with others on the group component of the final project). Secondly, it means that you are responsible for properly citing the source material that you use in this class, particularly in your essays. As historians, we rely all the time on information found in other sources: we analyze it, we quote it, and we draw on it in formulating our own theories about historical events, people, and texts. Given the degree to which we rely on other texts in formulating our own original arguments, we must properly cite our sources. Without proper citations and references, it’s difficult to advance an argument that other historians can trust, because they can’t tell where you got your information, or what primary sources you’re basing an argument on. Without proper citations and references, it is impossible for history, as a field, to advance. Consequently, copying or paraphrasing material from other sources without properly citing it (including books, films, websites — yes, even Wikipedia — magazines, oral interviews, and archival manuscripts) is a serious form of academic dishonesty.
To help you learn the proper way to reference your sources, I will provide a handout with some guidelines. **Please see me if you have any questions.**

According to WCU policies, I will determine the appropriate sanction or sanctions for academic dishonesty within this course up to and including a final grade of “F” in the course. Within 5 calendar days of the event I will inform the chair of the history department in writing of any academic dishonesty charge and sanction.

That’s all the preliminaries. On to the good stuff!

**Schedule of Meetings, Readings, and Discussion**

**Week 1 (August 22): What do Historians do, and how and why do they do it? (Part 1)**

Readings: Handouts distributed in class

**Week 2 (August 29): What do Historians do, and how and why do they do it? (Part 2)**

Readings: *After the Fact*, chapter 1; *Henry Adams, The Education of Henry Adams*, chapter 10, “Political Morality.”

Reading and Reflection Paper due in Class

**Week 3 (Sept 5)**

Labor Day: No Class

**Week 4 (Sept 12): Library Research Orientation**

Reading: *After the Fact*, Prologue

Annotated Bibliography due September 16. Please upload to Blackboard.

**Week 5 (Sept 19): Grand Theories/Historiography**


Reading and Reflection Paper due in class.

**Week 6 (Sept 26): Primary Source Analysis**

Reading: *After the Fact*, Chapters three and eight
Primary Source Analysis Due September 30. Please upload to Blackboard.

**Week 7 (Oct 3): Histories of War and Violence**


Note: EVERYONE reads “Mind and Matter”; each group will read ONE of the other articles as assigned. Each group will present their article to the class.

Reading and Reflection Paper due in class (bring 4 copies)

**Week 8 (Oct 10): Cultural History / How to Write (and use) Book Reviews**


**Week 9 (Oct 17)**

**Fall Break: No Class**

Research Proposal due October 21. If you have questions, please email me to set up a meeting!

**Week 10 (Oct 24): Gender in History**


Reading and Reflection Paper due in class

**Week 11 (Oct 31): Material Culture, Environmental History, and the Use of Photography in History**
Readings: *After the Fact*, chapter 4, 6 and 9

**Week 12 (Nov 7): Careers in History / Films and Fiction as History and as Sources**

Reading: *After the Fact*, Chapter 16

**Week 13 (Nov 14): Writing the History of Politics**

Readings: *After the Fact*, Chapters 10, 13, and 15

Resumes due in class.

**Week 14 (Nov 21): Documentary History**

Screening: *The Day After Trinity* (1980)

Rough draft due in class. Bring two copies, one for your critique partner and one for me!

**Week 15 (Nov 28): Rough Draft Critique and Research Roundtable**

Two copies of written critique of rough drafts due in class. You will discuss these in class with your critique partners.

Roundtable discussion of problems encountered in research. How have others addressed similar issues?

**Week 16 (Dec 5): Research Presentations**

Research Presentations

Final Paper due December 5 in class

**Alloted Final Exam Period**

Finish Research Presentations as necessary
Course Objectives: In theory: To introduce students to the art and science of history; to explore methods, approaches and questions historians apply to their craft; to develop research and techniques; and to consider writing the history major in the broader plan of each student’s academic and post-graduation life. In reality: all other instructors of this course have told me that in the end, the course is “really” about the research paper. So we’ll leave off pretending. See “assignments and grading,” below.

Course Design: This course is designated a “seminar,” which indicates little lecture, lots of discussion and ample “hands-on” experience. There is one required text, After the Fact, by James West Davidson and Mark Hamilton Lytle.

Assignments and Grading: The key piece of work for this class will be a major research paper (22-25 pages, excluding bibliography), based heavily on primary source research. This may seem like a frightening proposal, but we will do it in stages, we will do it together, and you will have feedback at each stage. If you can stay with the schedule, you will find that research and writing need not cause nightmares or nausea. Stage one will be a research proposal (50 points), followed by a book review (100 points), a research report (50 points). By early November, you will turn in a draft introduction to your paper (50 points). The final paper will be due the first week of December (300 points). In sum, the research paper will account for 60% of your grade. The rest will come from a variety of short, ungraded (but required) written work (20%) and from class attendance and participation (20%). Since each class meeting amounts to a week of class work, attendance is imperative. If you miss one class, that’s pretty much your entire allotment and I will begin whittling away at your participation grade. Note, however, that missing classes gives me a poor impression of you as a student, which will affect how I approach (and grade) your written work.

Late papers: I will accept papers up to two days after the due date, with a letter grade mark-down for each day, weekends included. After two days, I will not accept late papers and you will receive a zero. This will not only put a huge hole in your grade, but, as noted above, will affect the way I regard you as a student. Your credibility will be shot. Consult with me in advance if you foresee trouble getting work in on time. I am not sympathetic to generic laziness or procrastination but sometimes I know that life can throw you a curveball. I will work with you, if possible—but not after dues dates have passed.
Other Items of Importance:

--Please do not eat in class. You may bring a drink or chew gum (no tobacco, please).

--Please silence and put away all cell phones, unless you are awaiting an organ transplant. I don’t want to see one out or in your hand. And yes, texting with one hand under the desk is perfectly visible to your instructors.

--Please check your catamount email regularly. I will use it to communicate with you.

--Bring assigned readings and notes on readings to class. Bring paper and writing utensils, or a laptop. An empty desk signifies an empty mind, and I will mark you absent.

--I require that all written work (except for certain worksheets and handouts) be turned in to me both in hard copy and virtual form. This protects you against me absentmindedly putting your paper in the freezer (this really happened) or your printer sullenly refusing to do your bidding. Make sure that when you email me your paper you have put it into .doc, .docx, or .rtf form, and that you get a response from me indicating that I have received the paper.

--Read and understand the concept of and penalties for plagiarism (attached to paper instruction sheet) before turning in any written work. Penalties for plagiarism range from a zero on the assignment to a failing grade in the class, and I will report all infractions to the office of Student Judicial Affairs, or whatever they’re calling themselves these days.

--Come to class. Come to class prepared. Stay up to date with all assignments. Consult me immediately if something intervenes to prevent you from doing your best work in this class.

Seeking Help: Your best bet is to start with me. I keep regular office hours but will try to flexibly meet your needs.

Research experts can be found at the library’s reference desk, or you can call 227-7465. I have left a copy of all graded writing assignments at the desk, and (if I can organize myself sufficiently) many or most of the handouts.

For additional help with writing, I strongly recommend the Writing Center, 227-7197. Many students ignore this option on the grounds that they went there once and still didn’t get a good grade on the paper. A key problem is students who take a paper to the Writing Center and simply ask the tutors to “see if it’s okay.” You are unlikely to get good feedback with this approach. It is best to be conscious of your weakest spots as a writer and specifically ask if the organization flows, if your thesis is clear, or whether your verb tenses are correct.

Students with disabilities need to work through Student Support Services, 227-7127. For emotional support, contact Counseling and Psychological Services, 227-7469. For general well-being, join the gym, eat wisely, drink moderately (if at all), and get enough sleep.
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Writing/Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24:</td>
<td>course introduction; library introduction</td>
<td>[exercises handed out in class]</td>
</tr>
<tr>
<td>August 31:</td>
<td>Problems of Evidence</td>
<td>Exercise: Primary or secondary? Print out any historical article from J-STOR. Read only the footnotes: Circle all primary sources, highlight the secondary sources, and make a big question mark if you're not sure.</td>
</tr>
<tr>
<td>Sept. 7:</td>
<td>Problems of evidence</td>
<td>Research Proposal due in class Exercise in class: Citing, quoting, plagiarism: the art of the footnote</td>
</tr>
<tr>
<td>Sept. 14:</td>
<td>Types of evidence</td>
<td>Book review due in class Download and bring copy to class of “Boccaccio: The Decameron-Introduction” from the Internet Medieval Sourcebook found at <a href="http://www.fordham.edu/halsall/source/boccacio2.html">http://www.fordham.edu/halsall/source/boccacio2.html</a> (or just google “Boccaccio Black Death,” but make sure it's the Fordham website). Don't read it but bring it to class. In class exercise: how to read, interpret, and analyze a primary source</td>
</tr>
<tr>
<td>Sept. 21:</td>
<td>Resume workshop, 6-7 p.m.; Types of evidence</td>
<td>Exercise in class: analyzing primary sources. (I'll give you the source.)</td>
</tr>
<tr>
<td>Sept. 28:</td>
<td>Historical Frames</td>
<td>Resume or c.v. due in class. Bring to class: questions or problems you've encountered in your research or writing so far; copies of Graham’s Tips for Good Writing, and a copy of a student work, both of which I will email to you before class.</td>
</tr>
<tr>
<td>Oct. 5:</td>
<td>Historical Frames</td>
<td>Research reports due in my office at appointed time</td>
</tr>
<tr>
<td>Oct. 12:</td>
<td>research consultations; no formal</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Activity/description</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Oct. 19</td>
<td>FALL BREAK</td>
<td>[keep working]</td>
</tr>
<tr>
<td>Oct. 26</td>
<td>Approaches to History</td>
<td>Exercise in class: blending sources and organization</td>
</tr>
<tr>
<td>Nov. 2</td>
<td>Approaches to History</td>
<td>Paper introduction due in class. Exercise: sexing up the introduction</td>
</tr>
<tr>
<td>Nov. 9</td>
<td>Research consultations</td>
<td>Be prepared to discuss research progress, problems, timetable at appointed time in my office. Written report not necessary</td>
</tr>
<tr>
<td>Nov. 30</td>
<td>Crunch time: group therapy and support</td>
<td>Close your book, close your eyes, breathe deeply. Bring questions, problems, insights and inspirations. It's not too late to write a good paper—unless you haven't started. If that is the case, ignore the deep breathing and kiss your a** goodbye.</td>
</tr>
<tr>
<td>Dec. 7</td>
<td>Reflection and celebration</td>
<td>Papers due in class</td>
</tr>
</tbody>
</table>
HIST 308-02: Explorations in Regional History:
Africa before 1880s
Spring 2012

Instructor: Dr. Saheed Aderinto
Office: Mckee 227B
Email: saderinto@email.wcu.edu
Phone #: 828-227-3868
Office Hours: (Tuesday 2-6; and by appointment)

Course Description
Welcome to HIST 308! This course is about African history and peoples before the 1880s. We will be learning about the great African civilizations, peoples and cultures. The importance of both internal and external agencies in the evolution and sustenance of culture will be emphasized. This course will help students to appreciate the impact of geography and religion in the making of African societies. Other important themes we will be learning about include the slave trade and its impact on African societies, marriage, family, and legal systems.

Course Learning Objectives
This course introduces students to:

● A chronological survey of the development of African civilizations since the earliest times;
● The study of interaction of African peoples, cultures, and civilizations;
● Significant historical events that shaped African history;
● Major African achievements in architecture, arts, technology, and religion;
● History as a field of academic study;
● The relevance of the past in the present.
Western’s Liberal Arts Learning Goals

This course will enable students to:

- Demonstrate the ability to locate, analyze, synthesize, and evaluate information;
- Demonstrate the ability to interpret and use numerical, written, oral, and visual data;
- Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
- Demonstrate the ability to critically analyze arguments;
- Demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being;
- Demonstrate an understanding of
  - Past human experiences and ability to relate them to the present;
  - Different contemporary cultures and their interrelationships;
  - Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity;
  - Scientific concepts and methods as well as contemporary issues in science and technology;
  - Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding;
- Demonstrate an excitement for and love of learning

Required Books

Hakeem Ibikunle Tijani, Raphael Njoku and Tiffany Jones, *African and the Wider World*

D.T Niane, *Sundiata: An Epic of Mali*

Course Policies/Expectations of Students

Students are required to do the readings for each class and be prepared for map quiz. It is my responsibility as the professor to ensure that class environment is conducive for learning. In this regard, students are expected to maintain classroom decorum. Noise and all forms of distractions inhibit instruction and effective communication between the students and professor. Laptops cannot be used in class. Phones and all gadgets cannot be on your table or in your hand while class is in session. Please see the following link on tips for effective note taking: http://www.wcu.edu/24544.asp. If you will be coming in when lecture is already underway, please contact me and provide tangible reasons for the interruption. If you will be leaving while the class is on, please sit close to the nearest exit. Attendance will be taken daily. Students who arrive fifteen minutes into lectures lose attendance for the day. Over three absences lead to a drop in a full letter grade. Over six absences lead to drop in two full letter grades. Over nine absences lead to automatic F.
Western’s Academic Integrity Policy

I will enforce Western’s Academic Integrity Policy which include the following:

**Cheating** - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise;

**Fabrication** – Creating and/or falsifying information or citation in any academic exercise;

**Plagiarism** - Representing the words or ideas of someone else as one’s own in any academic exercise;

**Facilitation** - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination). For more information on Academic Integrity Policy visit: http://www.wcu.edu/26163.asp.

Accommodations for Students with Disabilities

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office’s website: http://www.wcu.edu/12789.asp

Grading Procedures

All grades will be based on ability to develop important points, coherent analyses, and use relevant materials from readings and class notes. Assignments submitted after due date will attract a 10-point deduction per day. Assessment will be based on the following: Map quiz; 4 reading responses (2 pages each); midterm test; research paper (10 pages); attendance and participation; and final exam. The map quiz is aimed at helping students to understand the political and human geography of contemporary Africa. The midterm test and final exams are structured to evaluate students’ understanding of the reading materials and lectures. You will be required to use course materials to support and elaborate your response to the test and exam questions. The final grade will be based on percentage system. Any grade above 97 is an A+, between 93 and 96 an A, and between 90 and 92 an A-. The same pattern applies for Bs, Cs and Ds.
Grade Breakdown

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map Quiz (Jan.19)</td>
<td>A = 940-1000</td>
</tr>
<tr>
<td>Reading Response I (Jan. 31)</td>
<td>A- = 900-939</td>
</tr>
<tr>
<td>Reading Response II (Feb. 2)</td>
<td>B+ = 870-899</td>
</tr>
<tr>
<td>Reading Response III (Feb. 7)</td>
<td>B = 840-869</td>
</tr>
<tr>
<td>Reading Response IV (Feb.9)</td>
<td>B- = 800-839</td>
</tr>
<tr>
<td>Midterm Test (Feb.28)</td>
<td>C+ = 770-799</td>
</tr>
<tr>
<td>Research Paper (April 10)</td>
<td>C = 740-769</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>C- = 700-739</td>
</tr>
<tr>
<td>Final Exam:</td>
<td>D+ = 670-699</td>
</tr>
<tr>
<td>Total:</td>
<td>D = 640-669</td>
</tr>
<tr>
<td></td>
<td>D- = 600-639</td>
</tr>
<tr>
<td></td>
<td>F = Below 600</td>
</tr>
</tbody>
</table>

CLASS SCHEDULE

Week I
January 10: Introducing the Class and Syllabus
January 12: The Geography of Africa, *Tijani*, Chapter 1

Week II
January 17: The Geography of Africa, *Continued*
January 19: Notions and Controversies in Africa History

Week III
January 26: Kaita: The Heritage of Griot
Week IV
January 31: Africa and the Origins of Humanity, *Tijani, Chapter 3*

Week V
February 7: North African States and Empires, *Tijani* Chapter 6
February 9: Sudanese Empires, *Tijani*, Chapter 9

Week VI
February 14: State and Empire Formation in East Africa, *Tijani* Chapter 11
February 16: Southern African States and Empires, *Tijani*, Chapter 13

Week VII
February 21: No Class Advising Day
February 23: Traditional Religions in Africa, *Tijani* Chapter 4

Week VIII
February 28: Midterm Test
March 1: No Class Spring Break

Week IX
March 6: Marriage in Ancient Africa, Blackboard Material
March 8: Family in Ancient Africa, Blackboard Material

Week X
March 13: Crime and Legal Codes in Ancient Africa, Blackboard Material
March 15: Slave Trade and Slavery Tijani Chapter 5, Blackboard Material

Week XI
March 20: Origins of the Trans-Atlantic Slave Trade, Blackboard Material
March 22: Nature and Dynamics of the Trans-Atlantic Slave Trade, Blackboard Material

Week XII
March 27: Impact of the Trans-Atlantic Slave Trade, Blackboard Material
March 29: Abolition of the Trans-Atlantic Slave Trade, Blackboard Material
Week XIII
April 3: Fall Break
April 5: Fall Break

Week XIV
April 10: Why Did Europeans come to Africa? Blackboard Material
April 12: How did Africans respond to European Imperialism? Blackboard Material

Week XV
April 17: What factors account for the failure of African resistance? Blackboard Material
April 19: No Class Break

Week XVI
April 24: What factors account for the failure of African resistance continued? Blackboard Material
April 26 Last Day of Class: Revision and Preparation for Final Exam
History 308: The History of Sport in Britain

Who: Professor Hunt Boulware
What: HIST 308. 3 hrs credit
When: May 12-23, 2011

Course Description:

Samuel Johnson asserted, “You’ll find none who is willing to leave London. When one is tired of London, one is tired of life.” Indeed. While it has functioned as the cultural, economic, and political center of England for two millennia, London is also a global city, a truly modern mecca of world politics, finance, fashion, entertainment, education, and sport. It can be argued that perhaps none of these has served England more than its rich sporting tradition. Upon Napoleon’s epic defeat in 1815, the Duke of Wellington famously declared that the Battle of Waterloo was won on the playing fields of Eton.

This course will examine, quite literally, the playing fields of London and beyond. The city is home to some of the largest, richest, and most globally recognized sport organizations, clubs, and events in the world. London boasts five premier league soccer clubs, four premiership rugby union teams, two world famous cricket grounds, and, in 2012, the city will become the first venue to host the summer Olympics three times.

Over the span of 12 days this course will wind its way through the Greater London sporting world. We will tour Wembley Stadium, one of the world’s most recognizable sports venues; visit Twickenham’s Stoop Stadium, home of Harlequins Rugby Club; and witness how Greenwich, host borough of the 2012 summer Olympics, is preparing for the games. The class will also visit Cambridge, home of one of the world’s oldest universities, and the Cambridge University Cricket Club, who play test cricket at the highest level in the U.K.

At these and other venues we will discuss the history of soccer, rugby, cricket, and other British sports, and hear from a variety of speakers representing the English Football Association, sports agencies, marketing firms, and athletic teams from various levels of professional competition. Through these we will explore the cultural, economic, and political aspects of sports in the modern era, focusing on England’s Big 3: Football, Rugby, and Cricket. We will finish each lecture and tour by attending soccer and rugby fixtures, and a cricket test, to truly get a feel for how these sports have impacted, and continue to shape, England and its people.
Reading List:

Book:


Articles:

Seward, Andy, Cornish Rugby and Cultural Identity: A Socio-Historical Perspective

Jackson, Lorna, Patriotism or Pleasure? The Nineteenth Century Volunteer Force as a Vehicle for Rural Working-Class Male Sport

Duval, Lynne, The Development of Women’s Track and Field in England: The Role of the Athletic Club, 1920s to 1950s

Collins, Tony and Vamplew, Wray, The Pub, The Drinks Trade, and the Early Years of Modern Football


Hunt, Tom, Classless Cricket? Westmeath, 1880-1905

Grading:

Participation (35%)
A percentage of your grade will be based on your participation in the scheduled events. It is not enough simply to tour facilities and listen to the speakers. You will need to actively engage them with questions and thoughts/ideas about the topics discussed and venues toured. See the “What to Expect and what is Expected” section below for a breakdown of, among other things, how you will be graded in this course.

Article Analysis (35%)
You will complete an article analysis (see below) for each of the readings assigned, including Holt’s book. These readings are designed to give you some idea of the history and the rules of sports with which you might be unfamiliar, particularly cricket and rugby. They will also provide a background so that you can engage the speakers to which you will have access. You will read the assigned articles in advance of the trip and submit your analysis of each of these prior to departure. *Due by May 13th
Paper (30%)
You will write a 12-page paper that details the history of a British sport of your choosing relevant to the course. We will discuss this in greater detail prior to the trip.
*Due by June 30th

Blog/Journal (Extra Credit (5 points)
This trip will than likely represent the first time many, if not all, of you have traveled abroad. This will be a life changing experience. As such, each of you has the option of creating a blog/journal that details, as you go, your experiences in England. You have the freedom to design this online journal however you’d like, whether it be by photos and journal entries. If you are not the online type, you can keep a journal as you progress, which you will submit to me, on a CD, at the conclusion of the course. We will discuss the details of this project prior to the trip.
*Due by May 30th

Course Schedule:

May 12 (TH): Depart Charlotte-Douglass Airport, 6 p.m.

May 13 (FR): Morning: Arrive Gatwick Airport, 9 a.m.
Afternoon: Tour Harlequins Rugby Club Ground.
Speaker: Laura Oakes, EXP Sport, Ltd. Sport Sponsorship. Topic: “Women in Sport”
Evening: Dinner and free-time

Afternoon: Match, Harlequins vs. Castleford Tigers
Evening: Dinner and tour of The Strand

May 15 (SU): Free Day

May 16 (MO): Morning: Travel to Cambridge
Evening: Dinner and free time

May 17 (TU): Morning: Tour of Cambridge
Afternoon: CUCC vs. Oxford Brookes, The Fenners Cricket Ground
Evening: Return to London

May 18 (WE): Morning: Tour Wembley Stadium
Afternoon: Speaker: Tony McCallum (Regional F.A. Director,) “Development of British Professional Sporting Systems”
Evening: Dinner and free time

May 19 (TH): Morning: Travel to Greenwich. Speaker: Steve Sutherland (Steve Sutherland Sports Marketing (Consultant - British Amateur Boxing,)) “Greenwich and Olympic Preparations, 2012”
Afternoon: Tour Olympic Borough
Evening: Free time

Afternoon: Dagenham & Redbridge FC; Speaker: Steve Thompson (Commercial Manager of D & R FC,) “Running a Professional Club in a London Borough”
Match: Dagenham and Redbridge vs. Scunthorpe FC
Evening: Free time

May 21 (SA): Morning: Leave for Coventry
Afternoon: Dr. Simon Chadwick, International, Centre of International Business of Sport, Coventry University “YOB Culture and British Sports”
Evening: Return to London

May 22 (SU): Free Day

May 23 (MO): Depart Gatwick Airport, 11 a.m.

What to Expect and What is Expected:

For many (if not the lot) of you, this trip, and this type of course, will be a new experience. London is a major metropolitan city, with a population nearing 8 million people of all ethnicities and walks of life. Like any city its size, it will be as safe as you make it. The experience overall, in fact, will be what you decide to make it. You need to remember that you are representing 1) yourself, first and foremost 2) your university 3) your state and ultimately, your country.

While much of your time will be with the class and your professor, you will also have ample opportunity to explore London. This is, to no small degree, the point of the trip. Each of you is an adult, and are well aware of how to behave. You will be expected to act accordingly. While your and your school’s reputation will be directed reflected in how your handle/present yourself, your grade also depends on the manner in which you conduct yourself. You are expected to arrive, on time, to all meetings, events, and tours. Failure to show for even one of these will result in 7
points deducted from your overall grade. Tardiness, likewise, will result in 3 point deducted from your grade for each function to which you are late.

I expect to have no trouble from any student in this course, and we will in greater detail elaborate on what to expect and what is expected of you prior to departure and while we are abroad.

**Academic Dishonesty:** This is a fancy term for cheating. DO NOT CHEAT. I will strictly enforce the University's policy as outlined below. Any students caught cheating, or plagiarizing, will suffer the consequences of their actions by **receiving an F** for the assignment in question, foremost, and whatever further action the department deems necessary. I would strongly advise you **NOT** to cut and paste from the internet for any written work, as this form of cheating is particularly easy to catch.

**Academic Honesty Policy**
Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. **Cheating**—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. **Fabrication**—Intentional falsification of information or citation in an academic exercise.

c. **Plagiarism**—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.

d. **Facilitation of Academic Dishonesty**—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head, and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction.
ARTICLE ANALYSIS
*Submit on a separate doc

Name:
Date:
Author:
Title:

1. Main theme of the book/article:
2. Arguments in support of the main theme:
3. Major primary sources:
4. Major secondary sources:
5. Most convincing/least convincing. What about this article stood out, or, on the other hand, detracted, from the author’s primary thesis?
HIST 308: Exploring Regional History: Atlantic World, 1492 – the 19th Century  
Spring 2010  
Monday, Wednesday & Friday 12:20 – 1:10 p.m.  
McKee 201

Instructor: Dr. Charlotte Cosner  
Office: 219 McKee Bldg.  
Office Hours: M, W & F 10-11 & 1:15-2:15; R 9:30-11:30 and by appointment  
Telephone: (828) 227-3488  
Email: ccosner@email.wcu.edu

Welcome to HIST 308, History of the Atlantic World, 1492-the 19th century. This course will introduce you to the major issues, forces, and events that shaped the Atlantic World from the time of Christopher Columbus’s “discovery” of the New World through the end of the 19th century. Our primary focus will be the social, political, cultural and economic interactions between the Americas, Europe, and Africa. Some of the topics we will address include the impact of European contact and conquest, the demographic, social, political and economic implications of African slavery, as well piracy, gender, marriage and family, and daily life in the Atlantic world. At the completion of this course, you will have a greater understanding of “the big picture” no matter whether you’re interested in American, Latin American, European, or African history.

This class is a liberal studies course designed to help you learn to
- Demonstrate the ability to locate, analyze, synthesize, and evaluate information;
- Demonstrate the ability to interpret and use numerical, written, oral, and visual data;
- Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
- Demonstrate the ability to critically analyze arguments;
- Demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being;
- Demonstrate an understanding of
  - Past human experiences and ability to relate them to the present;
  - Different contemporary cultures and their interrelationships;
  - Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity;
  - Scientific concepts and methods as well as contemporary issues in science and technology;
  - Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding.

Required Supplementary Books:
John Thornton, Warfare in Atlantic Africa, 1500-1800. Abingdon, United Kingdom: Routledge, 2000. (noted as “Warfare” for reading assignment, also available as e-book through WCU’s Hunter Library)


NOTE: Supplementary books, either in used or new condition, may be purchased at various online retailers, and at least 1 copy of each are on reserve at the library. Additional course materials including detailed assignment instructions and grading rubrics will be available on WebCat.
How to Do Well in This Course:
- Attend class,
- Keep up with all assigned readings, and bring readings and/or notes with you on assigned days,
- Actively participate in class discussion and activities,
- Ask me for help if you’re struggling
- Employ good writing skills
  - Use spell and grammar check before turning in your paper,
  - Review the writing grammar and style sheet on WebCat,
  - Consider visiting the Writing Center (Hunter Library ground floor, 227-7197)

General Classroom Policies:
- Come to class on time, and stay in class once you arrive, unless absolutely necessary.
- Turn off your cell phone or other electronic messaging devices, unless you must be available for family emergencies. If that is the case, turn it to vibrate or silent mode, and take your call once you have left the room.
- No form of electronic instant messaging will be allowed at any time.
- During quizzes and exams, all mobile means of communication must be stored in your bag or backpack, and will not be permitted to remain on your person.
- All papers and assignments must be submitted in hard copy; no electronic files will be accepted.
- As instructor, I reserve the right to remove from class those who habitually violate these policies, or are not prepared for class discussion.

Attendance and Grading Policies:
- The university’s policy on attendance, as outlined in the catalog, will be followed. For every absence in excess of 4-5, 10 points will be deducted from the participation portion of your grade. Special circumstances and university-related absences must be discussed in advance with the instructor.
- Make-up exams are permitted by prior approval only, and will be administered by appointment.
- Late assignments will be lowered a full letter grade for every day, including weekends, that it is outstanding. No late assignments will be accepted after the last day of regular class, and any work not turned in by that time will be given a zero (0).

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716, lalexis@wcu.edu or 144 Killian Annex.

Academic Honesty: Intellectual honesty is a requirement to pass this course. Students are expected to know and abide by all regulations regarding academic honesty. As stated in the Student Handbook: “Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the student code of conduct (see Article IV.B.1.a.) Violations of the Academic Integrity Policy include:

  - Cheating - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
  - Fabrication – Creating and/or falsifying information or citation in any academic exercise.
  - Plagiarism - Representing the words or ideas of someone else as one’s own in any academic exercise.
  - Facilitation - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)

For more details on the undergraduate process and appeal, please consult the Student Handbook. Additionally, as noted in the Student Handbook, “Any violation of the Academic Integrity policy, including a first offense, may place the student in jeopardy of suspension from the university. A repeated violation or more serious first offense
may result in expulsion. Disciplinary records for any act of academic dishonesty are retained by the DSCE for at least eight (8) years from the date of final adjudication. These records are available to prospective employers and other educational institutions in accordance with federal regulations."

Cartoons are funny. Plagiarism is NOT!!

Plagiarism is to be avoided at all costs. Whenever another’s exact words, opinions, or ideas are used, they MUST be cited with author, work, and page reference.

WCU policy states, “WCU instructors reserve the right to use plagiarism prevention software (such as SafeAssignment.com) as well as Google, Yahoo, and/or other Internet search engines to determine whether or not student papers have been plagiarized. With plagiarism prevention software, instructors may upload student papers into a searchable database or teach students how to upload their own work as part of the course requirements.”

<table>
<thead>
<tr>
<th>Graded Assignments and Points:</th>
<th>Grading Scale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map Assignment</td>
<td>50</td>
</tr>
<tr>
<td>Book Review #1</td>
<td>100</td>
</tr>
<tr>
<td>Book Review #2</td>
<td>100</td>
</tr>
<tr>
<td>Book #3 Worksheet</td>
<td>50</td>
</tr>
<tr>
<td>Atlantic Places Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Primary Research Paper (300 total)</td>
<td>200</td>
</tr>
<tr>
<td>Research Paper</td>
<td>200</td>
</tr>
<tr>
<td>In-class Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>100</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Conditional Composition (CC) grades will be given to students whose written work does not meet course standards.

Description of Assignments:

Map Assignment (5% of final grade): Geography is an important component to understanding history. During our first class session, you will be given a blank outline map. At home, you will identify important cities and areas, and geographic relevant to Atlantic history, as listed on the map. Appropriate sample maps to help you will be available on WebCat, so be sure to familiarize yourself with the system ASAP.

Atlantic World Oral Presentation (10% of final grade): You will choose a location (city, region, or country) in the Atlantic World and and research it using ONLY official government-sponsored tourism websites (such as http://www.savannahvisit.com or http://www.cubatravel.cu/) and / or US government sites such as the CIA World Factbook (https://www.cia.gov/library/publications/the-world-factbook/) or the US State Department website (http://www.state.gov/countries/). Your 5 minute (max.) PowerPoint-aided presentation must include the following information:
  o the geographic location of the place you chose within a larger map & a detailed map of the location
- a brief overview of the location’s history including who controlled it and when it gained its independence (if applicable)
- a brief description of its geographic features (mountains, etc) & type of climate (tropical, arid, etc.)
- current political system
- most recent population figures
- the nation’s primary economic industries (including agricultural products, if applicable)
- important tourism attractions (limit to 2-3)

**Important Notes:** On the day that you present, you must provide a written script/notes including a list of sources that you consulted. Under each source’s title and web address, you should outline what information from each category was taken from this particular source. **Without the source information, you will receive a zero (0) for the presentation.** You are also expected to provide a handout for each of your fellow students with the major points covered above at the time that you do your presentation. **You must give your presentation on the day it is scheduled—no rescheduling will be allowed.**

**Critical Book Reviews (10% each, 20% total of final grade):** You are required to write a critical book review of 2 of the 3 books assigned for this semester. These reviews must be at least 3 full pages in length using standard typestyles and font sizes (Times New Roman or similar font, font size 10 or 12, for example), double-spaced with 1 inch margins and proper citations (either footnotes or endnotes — see section on academic honesty and plagiarism). Each review is due in class on the assigned date and will not be accepted via email. Papers turned after they are collected in class will have 10 points deducted for every day it is late, including non-class days.

The review should briefly (in ½ page or less) address the major theme and thesis of the book, however, the majority of the review should be based on your analysis of this work, particularly its strengths and weaknesses. Does the author make a convincing case? Is there enough evidence given to support the thesis? What types of primary and secondary sources did the author use to make this argument? Are there elements that the author could add to improve the work (additional maps or tables, for example)? If possible, please address how this work supports or contradicts the existing historical literature. Here you can draw from past or current readings of American, Latin American, European or African history. As the semester continues, include your growing knowledge of Atlantic history in this analysis. An example of a critical book review will be distributed in class before the first review is due. A quick note on plagiarism and the book review: Don’t download, cut and paste, purchase one, or copy one verbatim from a journal. **If you found it, so can I. Forget Nike: Just DON’T do it!**

**Midterm Exam:** None

**Book #3 Worksheet (5 % of final grade):** At home, you will be asked to complete a worksheet about the book on which you chose not to write a review. You will be asked the thesis, arguments, and to critique the author’s work. In addition, you will answer an essay question directly related to the reading and the material we have covered in class. More details will follow.

**12-15 Page Primary Research Paper and Presentation (divided into 2 components for 30% of final grade):** You will choose from a range of broad topics involving important issues and themes in Atlantic history (to be discussed in class). Using resources available to you via the Hunter Library and its online databases, as well as other primary sources, you will research and write an 10-12 page primary research paper (following the writing guidelines above in regards to format and style). A minimum of 10 primary sources must be used in writing your paper. You are also expected to consult secondary sources to help you in the formation of your argument.

The last section of your paper (an additional 2-3 pages, making **TOTAL length 12-15 pages**), you will react to how your findings supported or conflicted with your initial ideas and opinions on this topic formed at the beginning of our class. Describe how your research has changed or strengthened your original opinions/thoughts about your topic.

All papers must contain proper citations (either footnotes or endnotes using either Chicago Manual or Turabian style, and a bibliography of the books consulted — see the section on academic honesty). At the end of the
semester, students will share their findings in a 5 minute oral presentation. You must present on the day that you sign up for; no rescheduling will be permitted.

**Cumulative Final Exam (20% of final grade):**
The cumulative final exam will cover material discussed in readings, lectures, and discussions. It will contain timeline and map portions (with areas to be identified discussed in class in advance), and consist of identification, and longer essay questions.

**Course Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading / Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M, Jan 11</td>
<td>Welcome to HIST 308!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W, Jan 13</td>
<td>What is Atlantic history?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F, Jan 15</td>
<td>The Ocean in Atlantic History</td>
<td>Map assignment due</td>
</tr>
<tr>
<td>2</td>
<td>M, Jan 18</td>
<td>MLK Jr. Holiday--No Class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W, Jan 20</td>
<td>The World before 1492</td>
<td>Atlantic world presentations start.</td>
</tr>
<tr>
<td></td>
<td>F, Jan 22</td>
<td>The Age of Exploration</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>M, Jan 25</td>
<td>Columbus: The Man &amp; the Myth</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W, Jan 27</td>
<td>Contact and Conflict: The Impact of the Columbian Exchange</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F, Jan 29</td>
<td>Contact and Conflict: The Impact of the Columbian Exchange (cont.)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>M, Feb 1</td>
<td>Constructing an Empire</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W, Feb 3</td>
<td>Constructing an Empire (cont.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F, Feb 5</td>
<td>Early Forms of Labor in the Atlantic World</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>M, Feb 8</td>
<td>Atlantic Slavery: From Africa to the New World</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W, Feb 10</td>
<td>Slavery in the Atlantic World</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F, Feb 12</td>
<td>Slavery in the Atlantic World (cont.)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>M, Feb 15</td>
<td>Resistance to Slavery</td>
<td>5th Week Grades Due</td>
</tr>
<tr>
<td></td>
<td>W, Feb 17</td>
<td>Free People of Color in the Atlantic World</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F, Feb 19</td>
<td>The Plantation System in the Atlantic World</td>
<td>Finish Warfare; Warfare review or worksheet due</td>
</tr>
<tr>
<td>7</td>
<td>M, Feb 22</td>
<td>The Plantation System in the Atlantic World (cont.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W, Feb 24</td>
<td>Migration in the Atlantic World</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F, Feb 26</td>
<td>Migration in the Atlantic World (cont.)</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>M, Mar 1</td>
<td>Migration in the Atlantic World (cont.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W, Mar 3</td>
<td>Midterm Break—No Class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F, Mar 5</td>
<td>Midterm Break—No Class</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>M, Mar 8</td>
<td>A New Age Begins: Enter the Bourbons</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W, Mar 10</td>
<td>Reorganization of the Empire: The Bourbon Reforms.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F, Mar 12</td>
<td>Reorganization of the Empire: The Bourbon Reforms (cont.)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>M, Mar 15</td>
<td>Society in the Atlantic World</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W, Mar 17</td>
<td>Religion in the New World</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F, Mar 19</td>
<td>Gender, Marriage and Family in the New World.</td>
<td>Finish Good Faith; Good Faith review or worksheet due</td>
</tr>
<tr>
<td>No.</td>
<td>Date</td>
<td>Class Title</td>
<td>Notes</td>
</tr>
<tr>
<td>-----</td>
<td>------------</td>
<td>----------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>11</td>
<td>M, Mar 22</td>
<td>The Americas in the Age of Revolutions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W, Mar 24</td>
<td>The Americas in the Age of Revolutions (cont.).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F, Mar 26</td>
<td>The Americas in the Age of Revolutions (cont.)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>M, Mar 29</td>
<td><strong>No Class—Spring Break</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>W, Mar 31</td>
<td><strong>No Class—Spring Break</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F, Apr 2</td>
<td><strong>No Class—Spring Break</strong></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>M, Apr 5</td>
<td>Daily Life in the Atlantic World.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W, Apr 7</td>
<td>Daily Life in the Atlantic World (cont.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F, Apr 9</td>
<td>Daily Life in the Atlantic World (cont.)</td>
<td>_finish Vermeer’s Hat ; Vermeer’s Hat review or worksheet due</td>
</tr>
<tr>
<td>14</td>
<td>S, Apr 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>M, Apr 12</td>
<td>The End of the Atlantic World?: Abolition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W, Apr 14</td>
<td>The End of the Atlantic World?: Independence for the Last Colonies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F, Apr 16</td>
<td>The End of the Atlantic World?: Independence for the Last Colonies (cont.)</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>M, Apr 19</td>
<td>The Atlantic World on the Eve of the 20\textsuperscript{th} Century</td>
<td>_primary research paper due</td>
</tr>
<tr>
<td></td>
<td>W, Apr 21</td>
<td>The Atlantic World on the Eve of the 20\textsuperscript{th} Century (cont.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F, Apr 23</td>
<td>Researching the Atlantic World</td>
<td>_student presentations begin.</td>
</tr>
<tr>
<td>16</td>
<td>S, Apr 25</td>
<td></td>
<td>_online course evaluations close!</td>
</tr>
<tr>
<td></td>
<td>M, Apr 26</td>
<td>Researching the Atlantic World (cont.)</td>
<td>_student presentations (cont.)</td>
</tr>
<tr>
<td></td>
<td>W, Apr 28</td>
<td>Researching the Atlantic World (cont.)</td>
<td>_student presentations (cont.)</td>
</tr>
<tr>
<td></td>
<td>F, Apr 30</td>
<td>Summary &amp; Review for Final</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>T, May 4</td>
<td><strong>FINAL EXAM 3:00-5:30</strong></td>
<td>_final exam</td>
</tr>
</tbody>
</table>
Welcome to HIST 308, Explorations in Regional History: The Caribbean—Revolutions! This course will introduce you to the major issues, forces, and events that shaped the Caribbean from 1492 to the 21st century. People like Sir Henry Morgan, Piet Heyn, and others described variously as pirates and privateers have become synonymous with popular imagery of the Caribbean. We will examine who they were and what their role was in Caribbean history. Additionally, we will focus on Caribbean politics, economics, society, and culture by examining two distinct islands, controlled by different European colonial powers (France and Spain), and that have had an important role in shaping the Caribbean—Haiti and Cuba.

This class is a liberal studies course designed to help you learn to
- Demonstrate the ability to locate, analyze, synthesize, and evaluate information;
- Demonstrate the ability to interpret and use numerical, written, oral, and visual data;
- Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
- Demonstrate the ability to critically analyze arguments;
- Demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being;
- Demonstrate an understanding of
  - Past human experiences and ability to relate them to the present;
  - Different contemporary cultures and their interrelationships;
  - Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity;
  - Scientific concepts and methods as well as contemporary issues in science and technology;
  - Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding.

Required Books (4), in order of use:

*Pillaging the Empire: Piracy in the Americas, 1500-1750*, Kris E. Lane. M.E. Sharpe.


*In Cuba I Was a German Shepherd*, Ana Menendez. Grove Press.

NOTE: Supplementary books, either in used or new condition, may be purchased at various online retailers.
Accommodations for Students with Disabilities:
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

Use of WebCat:
WCU is in the process of migrating from WebCT Vista (WebCat) to Blackboard 9 (Blackboard) as our new Learning Management System. When you login to WebCat, you will use your Catamount Account (the first part of your Catamount email address and your password.) After logging in, you will see courses on the right of the page in WebCat and in the center in Blackboard. This course (HIST 308 Section 2) is being taught in WebCat. Students who need content from WebCat need to request that content by June 1, 2011. For assistance, please call 1-866-374-8144. CLASS TIPS in the Hunter Commons in the basement of Hunter Library can help students as well.

How to Do Well in This Course:
- Attend class,
- Actively participate in class discussion and activities,
- Keep up with all assigned readings, and bring readings and/or notes with you on assigned days,
- Ask me for help right away if you’re struggling,
- Refer often to WebCat for valuable information including detailed assignment instructions, grading rubrics, etc,
- Employ good writing skills
  - Use spell and grammar check before turning in your paper,
  - Consider visiting the Writing Center (Hunter Library ground floor, 227-7197)

General Classroom Policies:
- Come to class on time, and stay in class once you arrive, unless absolutely necessary.
- Turn off your cell phone or other electronic messaging devices, unless you must be available for family emergencies. If that is the case, turn it to vibrate or silent mode, and take your call once you have left the room.
- No form of electronic instant messaging will be allowed at any time.
- Laptops are not permitted in class.
- During quizzes and exams, all mobile means of communication must be stored in your bag or backpack, and will not be permitted to remain on your person.
- All papers and assignments must be submitted in hard copy; electronic files will not be graded.
- As instructor, I reserve the right to remove from class those who habitually violate these policies, or are not prepared for class discussion.

Attendance and Grading Policies:
- I follow WCU’s policy on attendance, as outlined in the catalog. You are allowed up to 3 absences without documentation. Additional absences will result in a deduction of 10 points per absence from the participation portion of your grade. Once the 3 unexcused absences are used, any further absences will count against your participation grade, no matter the reason, so use them wisely. Special circumstances and university-related absences must be discussed in advance with the instructor.
- Make-up exams (not quizzes) are permitted by prior approval only, and will be administered by appointment.
- Late assignments will be lowered a full letter grade for every day, including weekends, that it is outstanding. EXCEPTION: NO OPTION #1 PAPER(S) WILL BE ACCEPTED AFTER THE DUE DATE(S), as we will be discussing the prompt questions in detail on that day. Emailed assignments will be counted as in on time only if they arrive before class begins. A hard copy MUST be submitted no more than 7 days after the assignment is due, or it will receive a zero (0).
Grading:

<table>
<thead>
<tr>
<th>Assignments and Points:</th>
<th>Grading Scale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map</td>
<td>A</td>
</tr>
<tr>
<td>Caribbean Oral Presentation</td>
<td>940-1000 pts</td>
</tr>
<tr>
<td>Pirates Essay</td>
<td>A-</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>900-930</td>
</tr>
<tr>
<td>Paper Option #1 OR #2 (see below for more details)</td>
<td>B- 800-830</td>
</tr>
<tr>
<td>Final Exam</td>
<td>C+</td>
</tr>
<tr>
<td>Participation &amp; Attendance</td>
<td>770-790</td>
</tr>
<tr>
<td></td>
<td>Total = 1000</td>
</tr>
</tbody>
</table>

Note: Conditional Composition (CC) grades will be given to students whose written work does not meet course standards.

General Paper Format and Guidelines:
- Use standard typestyles and font sizes (Times New Roman or similar font but NOT Courier, font size 10 - 12, for example,
- Double- space with 1 inch margins
- Use proper citations (either footnotes OR endnotes) in Turabian or Chicago Manual style (see section on academic honesty below)
- Include a bibliography of works consulted (even if not used in final draft) see the section on academic honesty).

Assignments:

Map (5% of final grade): Geography is an important component to understanding history. During our first class session, you will be given a blank outline map. Identify the areas indicated.

Caribbean Oral Presentation (5% of final grade): You will choose a location in the Caribbean and research it using ONLY official foreign government-sponsored tourism websites (such as http://www.cubatravel.cu/) and / or US government sites such as the CIA World Factbook (https://www.cia.gov/library/publications/the-world-factbook/) or the US State Department website (http://www.state.gov/countries/). If you have any questions about the appropriateness of the website you wish to consult, ask your instructor. Your 5 minute (max.) PowerPoint-aided presentation must include the following information:
- the geographic location of the place you chose within a larger map & a detailed map of the location
- a brief overview of the location’s history including who controlled it and when it gained its independence (if applicable)
- a brief description of its geographic features (mountains, etc) & type of climate (tropical, arid, etc.)
- current political system
- most recent population figures
- the nation’s primary economic industries (including agricultural products, if applicable)
- important tourism attractions (limit to 2-3)

Important Notes: On the day that you present, you must provide a handout for each of your fellow students and instructor with the major points covered above. Additionally, you must give the instructor a list of sources that you consulted. Under each source’s title and web address, you should outline what information from each category was taken from this particular source. Without the source information, you will receive a zero (0) for the presentation. You must give your presentation on the day it is scheduled—no rescheduling will be allowed.
Assignments (cont.):

Pirates Essay (10% of final grade):
Using online and other sources, find two sources, one that you consider to be academic and the other that you believe to be popular. Respond to the prompts given in class to write a 2-3 page essay. More details on this project will follow in class.

Paper Options:
Choose from ONE (1) of the following (30% of final grade):
- **#1, Haitian and Cuban Revolution Papers (15% each):**
  You will write a total of 2 separate 5-7 page papers, one on the Popkin book AND another using the Guevara and Menendez books. Specific details on each, including prompts will be discussed and distributed later in the semester.

- **#2, Primary Research Option (paper 20%, presentation 10%):**
  Students will select from among a list of topics, or in consultation with the instructor, choose a topic. The 10-14 page primary research and reflection paper is expected to consult and use (as appropriate) primary sources such as those from the Hunter Library database (e.g. period newspapers, census, etc). You must make an argument and defend it using primary and secondary sources. Do not simply repeat what others have said—this is YOUR original research. You should ask questions and then look for the answers, rather than making a hypothesis and trying to prove/disprove it. The last 2-3 pages of your paper should be reflective in which you react to how your findings supported or conflicted with your initial ideas and opinions on this topic formed at the beginning of our class. Describe how your research has changed or strengthened your original opinions/thoughts about your topic. At the end of the semester, students will share their findings in a 5 minute oral presentation. Additional information on this project and its separate components will be discussed in class.

NO online sources, except those in library databases, may be used for this research paper unless previously cleared with the instructor – books and/or articles (including those accessed via online databases such as JSTOR) are acceptable. If a student finds that an online source is vital to their work, you must send me an email with the link, along with an explanation of why you believe the site to be credible, why this material is necessary for your paper, and how you intend to use it in your paper. To be considered an acceptable source, a copy of my email response must be attached to your paper when you turn it in.

Mid-Term and Final Exams (20% each of final grade):
The mid-term and final exams will cover material discussed in readings, lectures, and discussions. It will contain a short map portion (with areas to be identified discussed in class in advance), and consist of a timeline, identification, and essay questions.

Academic Honesty:

*Intellectual honesty is a requirement to pass this course.* Students are expected to know and abide by all regulations regarding academic honesty. Violations of cheating, fabrication, plagiarism, or facilitation of academic dishonesty will be not be tolerated and will face sanctions as described in the Student Handbook.

On plagiarism:
Plagiarism is the use of someone else’s words or ideas without giving them proper credit, pretending they are your own. This is a serious violation of WCU’s Academic Honesty policy, and could end your career as a student here. Where you will need to be most careful is in your writing. A good rule of thumb is that anything a reasonable person would not believe you wrote without the original text open directly in front of you is plagiarism.

This means:
- word for word quotation without quotation marks or a footnote saying where the words came from,
- word for word quotation without quotation marks, but including a footnote. Without the quotation marks, the reader assumes the idea came from the author in your footnote, but that you wrote the words.
• word for word translation of a fairly lengthy sentence
  Example: The original says:
  “Better education for free blacks was intrinsically valuable and would enhance the prospects for the independence of individuals and community institutions, but it also served the antislavery cause.”
  You write:
  “Free blacks wanted education because it was valuable for its own sake and increased the likelihood of independence for themselves and the organizations in their communities. It also helped with antislavery.”

• idea for idea translation of several sentences or a paragraph

If a reader can run a finger down your paragraph, and idea for idea, find it identical to someone else’s paragraph, you’ve stolen their ideas and the way in which they organized them. It’s plagiarism.

The best way to avoid plagiarism is to take notes in your own words on sources you use for a paper and then write the paper from your notes. Don’t have the original author’s work in front of you.

The next best way is to quote the author directly and exactly, word for word, encasing those words in quotation marks (noting where the quotation both begins and ends) and adding a citation (footnote) explaining where the quotation came from. However, keep in mind that your instructors want to help you learn to write, not improve your typing. Don’t just string together quotations and call it “your” paper!

If these comments are unclear to you, please come ask me to explain it again, before you turn in any written work. I will hold you responsible for all words that you submit under your own name.

(Special thanks to Dr. Gael Graham for developing these guidelines for the History Department.)
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading / Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tues, Aug 24</td>
<td>Welcome to HIST 308!</td>
<td>□ Start Lane including foreword, preface and introduction.</td>
</tr>
<tr>
<td></td>
<td>Thurs, Aug 26</td>
<td>The Caribbean: Myth and Reality</td>
<td>□ Map Due.</td>
</tr>
<tr>
<td></td>
<td>Tues, Aug 31</td>
<td>Topics:</td>
<td>□ Lane, to end of Chapter 2.</td>
</tr>
<tr>
<td></td>
<td>Thurs, Sept 2</td>
<td>● Meet Mother Nature</td>
<td>□ Tourism presentations begin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● “Beyond the Line”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Pirates in Caribbean History</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Myth, Reality and Popular Culture</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Tues, Sept 7</td>
<td>Map Due.</td>
<td>□ Lane, to end of Chapter 3.</td>
</tr>
<tr>
<td></td>
<td>Thurs, Sept 9</td>
<td></td>
<td>□ Lane, to end of Chapter 4.</td>
</tr>
<tr>
<td></td>
<td>Tues, Sept 14</td>
<td></td>
<td>□ Lane, continue.</td>
</tr>
<tr>
<td></td>
<td>Thurs, Sept 16</td>
<td></td>
<td>□ Finish Lane</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Pirates Essay due.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Tues, Sept 21</td>
<td>The Haitian Revolution</td>
<td>□ Popkin</td>
</tr>
<tr>
<td></td>
<td>Thurs, Sept 23</td>
<td>Topics:</td>
<td>□ Popkin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● African Slave Trade &amp; Diaspora</td>
<td>□ Popkin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Sugar in the Caribbean</td>
<td>□ Popkin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Impact of the Haitian Revolution</td>
<td>□ Popkin</td>
</tr>
<tr>
<td>4</td>
<td>Tues, Sept 28</td>
<td></td>
<td>□ Popkin</td>
</tr>
<tr>
<td></td>
<td>Thurs, Sept 30</td>
<td></td>
<td>□ Popkin</td>
</tr>
<tr>
<td>5</td>
<td>Tues, Oct 5</td>
<td>Option #1 Haitian Revolution paper due</td>
<td>□ Option #1 Haitian Revolution paper due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(optional—see above)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs, Oct 7</td>
<td></td>
<td>□ Popkin</td>
</tr>
<tr>
<td>6</td>
<td>Tues, Oct 12</td>
<td>Mid-Term Exam</td>
<td>□ Mid-term Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Mid-term Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs, Oct 14</td>
<td>Mid-Term Break—No Class</td>
<td>□ Guevara</td>
</tr>
<tr>
<td>9</td>
<td>Tues, Oct 19</td>
<td>Mid-Term Break—No Class</td>
<td>□ Guevara</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Cuban Revolution</td>
<td>□ Guevara</td>
</tr>
<tr>
<td></td>
<td>Thurs, Oct 21</td>
<td>Topics:</td>
<td>□ Guevara</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Background to the Cuban Revolution</td>
<td>□ Guevara</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Who is Fidel Castro?</td>
<td>□ Guevara</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● The Turbulent 60s</td>
<td>□ Guevara</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Cuba and the World</td>
<td>□ Guevara</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Life in Cuba</td>
<td>□ Guevara</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Life in Exile</td>
<td>□ Guevara</td>
</tr>
<tr>
<td></td>
<td>Tues, Nov 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs, Nov 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Tues, Nov 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs, Nov 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Event</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>------------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Tues, Nov 16</td>
<td>Menendez</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thurs, Nov 18</td>
<td>Menendez</td>
<td></td>
</tr>
</tbody>
</table>
| 14 | Tues, Nov 23 | Menendez
|    | Thurs, Nov 23 | Option #1 Cuban Revolution paper due
|    |             | (optional—see above).                    |
|    |             | Tourism presentations end.                |
| 15 | Tues, Nov 30 | Thanksgiving – No Classes                 |
|    | Thurs, Dec 2 | Student Presentations                      |
|    |             | Option #2 Research Paper due (optional—see above). |
|    |             | Research paper presentations begin.       |
| 16 | Tues, Dec 7 | TBD                                        |
|    | Thurs, Dec 9 | Course Summary and Review                  |
| EXAM | Thursday, Dec. 16 12:00-2:30 | FINAL EXAM |
This course introduces students to major themes, ideas, institutions, events and people of the Roman world, from Republic through Empire. Through daily discussion of primary sources, films, and secondary analyses, students explore one of history’s most powerful cultures.

**REQUIRED TEXTS (AVAILABLE AT UNIVERSITY BOOKSTORE; IN ORDER OF USE):**
- Susan Mattern. *Rome and the Enemy*.
- Cullen Murphy. *Are We Rome?: The Fall of an Empire and the Fate of America*.

**Additional Readings:** In addition to Mellor’s text, which you will bring to class every day as scheduled, some primary texts for our course will be found online, either on WebCat or at the Internet Ancient History Sourcebook, (also linked on WebCat): [http://www.fordham.edu/halsall/sbook.html](http://www.fordham.edu/halsall/sbook.html). Go to these pages early and print them out - you are expected to bring these readings (very short) to class, and they are *required* readings. In some weeks, readings will be particularly heavy in this class. are expected to bring all assigned readings to class. Readings from WebCat or the web should be printed out, not simply read online. If you bring a computer to class, you may download the texts instead of printing them. Read carefully, take notes, and be prepared to participate in all class discussions.
**COURSE REQUIREMENTS:**

- **All work must be submitted in hard copy. No emails, no disks, no favors, no exceptions.**

- **Primary text analysis paper (12.5%):** You will complete one primary document analysis paper, 2-3 pages. Choice of Livy, Polybius, Sallust or Caesar, as assigned in class. Due in class, R, 17 Feb.

- **Film analysis papers (12.5%):** You will complete three brief film analysis papers, 2 pages apiece, worth 2.5 - 5% apiece. One paper (2.5%) will be written on excerpts from our first film (due in class, R, 20 Jan.). Two papers will be written on film excerpts from *Spartacus*, the HBO series *Rome* (see syllabus for due dates), or *Gladiator*.

- **Secondary text analysis papers (30%):** You will complete two analysis papers, 3-5 pp. apiece, on the following supplemental texts: 1) Cullen Murphy’s *Are We Rome*?; and EITHER 2) Mary Beard, *Fires of Vesuvius* OR Susan Mattern’s *Rome and the Enemy*. Late papers will be graded down by one full grade for each day they are late; after three days, papers will not be accepted.

- **Midterm and Final Exams (30%):** Midterm (R, 24 Feb.) is based on primary document readings, discussions, and lecture materials. Final exam is similar format to midterm (essay, short answers) plus one comprehensive essay question. Missed exams may only be made up with legitimate excuse from the Dean or the Health Center. In exceptional cases and with advanced notification (when possible), a make-up exam may be scheduled.

- **Attendance and participation (15%):** Regular and on-time attendance is crucial to success in this class. Three unexcused absences are allowed. If you must miss a class, make arrangements with a classmate to copy notes and to receive assignments. Attendance will be taken regularly. Absences beyond the allowed three will result in 10% reduction of attendance grade per absence. Discussion is a regular component of this class, especially discussion of our primary and secondary readings. You are expected to complete the assigned readings for each class, and you are expected to contribute to discussion of these readings on a daily basis. Students who arrive late or do not come to class prepared will see a reduction in attendance or participation grade (5% per tardy or noted lack of participation).

**VARIA:**

- **Plagiarism and Academic Honesty:** Feel free to consult as many works as you need to in preparing work for class, papers, and exams. Likewise, studying with other students is also acceptable. However, all work that you turn in or present must be your own. Plagiarism and any other form of cheating (submitting the same paper for two courses, “borrowing” from websites, cheating on coursework) will be dealt with in the severest manner possible - failure of the course and referral to the University Academic Integrity Board for additional disciplinary action. There are no second chances – you will fail the course if you cheat in any way.

- **Accommodations for Students with Disabilities:** WCU is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.
- **Classroom Etiquette:** Simple rules of order: drinks allowed, no food. It’s not breakfast, lunch or dinner – it’s class. All phones must be turned off and put away before entering the classroom. Don’t text during class – it’s annoying as hell and you may be asked to leave if you are a repeat offender. Computers may be used in the classroom, but for reading and note-taking only; other uses of computers will result in reduced attendance or participation grades. Classroom etiquette demands courtesy towards all members of the class, students and professor. If you cannot behave in a manner appropriate to the classroom, you will be asked to leave.

- **STUFF THAT THEY MAKE US PUT ON YOUR SYLLABUS:** P3: History: This course introduces students to a distinctive body of knowledge in the discipline of history and to the tools of historical inquiry that shape and define it. This course locates people and events in space and time, explaining change and continuity, and the diversity of forces shaping events, institutions, and value systems. The content of this course is of sufficient breadth to convey an understanding of development over time and of sufficient depth to illustrate the complexity of forces that mold events. Students will be engaged in the experience of interpreting the record of the past and drawing their own conclusions. It will fill you with happiness and goodness and make you a better person.

**SCHEDULE OF LECTURES AND READINGS**

- All topics / readings / assignments in the schedule are subject to change at instructor discretion. Updated schedules will be distributed in the event of changes (there likely will be changes).
- You are expected to read all assigned texts and be prepared to discuss them in class. Readings must be completed prior to class on the day assigned. Web readings must be printed out and brought to class.

**VETUS RESPUBLICA: THE OLD REPUBLIC:**

T, 11 Jan. – Introduction to the study of Rome
   Reading: In-class primary texts (from syllabus)
   Reading / reference: WebCat article, Roman sources

R, 13 Jan. – Italy and the Shaping of the Republic
   Reading: Mellor, Livy, 1-13; 147-211

T, 18 Jan. – Film: TBA.
   Reading: WebCat article: G. Gemünden, “How to View a Film.”
   Reading: WebCat article: M. Winkler, from *Classical Myth and Culture in the Cinema*.

R, 20 Jan. – Roman struggles internal and external: social tensions within, expansion without.
   **Due in class: Film analysis paper**
   Reading: Mellor, Livy, 211-246

T, 25 Jan. – The Punic Wars
   Reading: Mellor, Polybius, 15-47; Livy, 247-316

R, 27 Jan. – Mores Graecorum and Mare Nostrum: Rome and the Mediterranean
   Reading: Mellor, Polybius, 47-59

T, 1 Feb. – The Gracchi and the Revolution – a New Republic?
   Reading: Mellor, Appian, 61-75
R, 3 Feb. – Film: *Spartacus* // Revolution and new approaches to the Republic
   Reading: WebCat article: Cyrino, *Spartacus*
   Reading: WebCat article: M. Wyke, “Are You Not Entertained?: Classicists and Cinema.”

**NOVUS RESPUBLICA: THE NEW REPUBLICS**

T, 8 Feb. – Sulla, Marius, Pompey and Caesar – Novi Homines as Nobiles
   **Due in class: *Spartacus film analysis paper***
   Reading: WebCat article: Sulla
   Reading: Mellor, Sallust, 77-111

R, 10 Feb. – The First Triumvirate and the Rise of Caesar
   Reading: Mellor, Julius Caesar, 113-146
   Reading: WebCat article: Coin Hoards and Violence in the Late Republic.

T, 15 Feb. – Roman East and West
   Reading: WebCat article: Cicero on the Civil War
   Reading: WebCat article: Stevenson, Nude Honorific Statuary

R, 17 Feb. – Caesar, the Ides and Octavian
   Reading: WebCat: Cicero and Appian, TBA.
   **Due in class: Primary document analysis paper***

**ADVISING, MIDTERM, BREAK – A FORTNIGHT WASTED…**

T, 22 FEB. - NO CLASS – ADVISING DAY

R, 24 FEB. - MIDTERM EXAM – THE ROMAN REPUBLICS

T, 1 MAR. – SPRING BREAK
R, 3 MAR. – SPRING BREAK

**SAECULUM AUREUM – THE FINAL DAWN OF THE REPUBLIC**

T, 8 Mar. – The Second Triumvirate
   Reading: WebCat: Cicero, letters, TBA.

R, 10 Mar. – Film – *Rome* // Octavian to Augustus.
   Reading: WebCat: The Second Triumvirate

T, 15 Mar. – Augustus
   **Due in class: *Rome film analysis paper***
   Reading: Mellor, Augustus, 355-364
   Reading: Mellor, Tacitus, *Annals*, 417-425

**PAX ROMANA**
R, 17 Mar. – Adjusting to Empire – the Julio-Claudians  

T, 22 Mar. – Romanization, urbanization and the new empire // Film excerpts: TBA  
   Reading: Mary Beard, *Fires of Vesuvius*, pp.1-119

R, 24 Mar. – Pompeii and Roman households  
   Reading: Mary Beard, *Fires of Vesuvius*, pp. 120-215

T, 29 Mar. – Roman social and cultural history  
   Reading: Mary Beard, *Fires of Vesuvius*, pp. 216-313

R, 31 Mar. – Flavians and Provincialization  
   ** Due in class: Analysis Option 1: Beard analysis paper **  
   Reading: WebCat: Provincial rule and misrule  
   Reading: Mellor, Tacitus, *Agricola*, 393-416

**THE HIGH EMPIRE AND THE ROOTS OF DECLINE**

T, 5 Apr. – Imperial strategy I  
   Reading: Susan Mattern, *Rome and the Enemy*, pp. 1-122

R, 7 Apr. – Imperial strategy II  
   Reading: Susan Mattern, *Rome and the Enemy*, pp. 123-222

T, 12 Apr. – Film: *Gladiator* // Roman games and politics in the High Empire  
   Reading: WebCat article: Cyrino, *Gladiator*  
   Reading: WebCat article: Wilson, Gladiator, Ridley-Scott and Pax Americana.  
   ** Due in class: Analysis Option 2: Mattern analysis paper **

R, 14 Apr. – The Antonines, Commodus and the end of Roman peace  
   Reading: WebCat article: Pliny and Trajan, letters  
   Reading: Mellor, Anon., Life of Hadrian, 494-511  
   Reading: WebCat article: Commodus, *Historia Augusta*, pp. 1-13

T, 19 Apr. –Severans and Soldier Emperors: the end of the Principate  
   Reading: WebCat article: Herodian on Didius Julianus  
   Reading: WebCat article: Caracalla, *Historia Augusta*, pp. 1-8

R, 21 Apr. – BREAK

T, 26 Apr. – *Are We Rome?* Part I: Reflections on America and the Decline of the Roman Empire  
   Reading: Cullen Murphy, *Are We Rome?*, read all.

R, 28 Apr. – Rome and America; Course conclusions and review  
   ** Due in class: Murphy analysis paper **

**THURSDAY, 5 MAY – FINAL EXAM, 3:00 – 5:30**
ANALYSIS PAPERS:
- See course schedule for due dates.
- See syllabus, pages 8-9, for guidelines on formatting and plagiarism.
- No paper requires outside research. All are based on analysis of sources read or viewed in class.
- No web sources are allowed for use in these papers.
- See the Writing Center web pages or visit the Writing Center for help with formatting, citation, or other issues related to writing. http://www.wcu.edu/WritingCenter/index.asp

PRIMARY TEXT ANALYSIS
Length: 3 pages.
Assignment: Analysis of Livy, Polybius, Sallust or Caesar. Your paper will analyze one of the primary sources for the Republic, as found in Ronald Mellor’s Historians of Ancient Rome. Your analysis will reveal some aspect of the author’s approach, era, concerns, subtexts or historical method; you can focus on an individual, event, reflection, or the author’s particular approach, concern or style. Every analysis of a primary source will focus on something different. We will practice primary document analysis in class.

FILM ANALYSIS
Length: 2 pages.
Assignment: Required: Introductory film (TBA); Choose 2 of 3: Gladiator, Spartacus or Rome
Content: This is a very different type of source, but one that simultaneously sheds light on two eras – the era which the film depicts, and the era during which the film was made. In the case of Rome, films are often powerful political tools, given the omnipresent comparison of Rome and America. Since you are not in a position to weigh in on the film’s versimilitude with Rome, focus instead on what the film attempts to do – does it attempt versimilitude? Does it depict Rome in Rome’s terms, or our own? Does the filmmaker have a point of view? Whose story does he / she tell – a main character, a subjected figure, the story of Rome itself? Do not focus on what the filmmaker does “right” – that is not our concern. Focus on what story of Rome the filmmaker attempts to tell.

SECONDARY TEXT ANALYSIS - BEARD; MATTEN; MURPHY
Length: 3-5 pages.
Assignment: All students will write on 1) Cullen Murphy, Are We Rome? The Fall of an Empire and the Fate of America. Students will choose to write one paper 2) EITHER on Mary Beard, The Fires of Vesuvius: Pompeii Lost and Found OR Susan Mattern, Rome and the Enemy: Imperial Strategy in the Principate. These papers should focus on one clearly defined point from which you look at the work, the evidence and the author’s argument more broadly. Do not try to write about the book as a whole. Rather, find some point or argument through which you can make larger comments on the work and its relevance. You may offer criticisms of the book, but not as the ultimate point of the paper. Rather, approach the work as a historian and make arguments relevant to historical knowledge. Reading questions will be distributed, as necessary, one week prior to the paper due date to help guide you through reading and introduce you to some of the central themes of each book.
PAPER REQUIREMENTS, FORMATTING AND DOCUMENTATION GUIDELINES

ALL 300-LEVEL HISTORY ANALYSIS OR REVIEW PAPERS WILL:
- use primary and / or secondary sources, as relevant.
- demonstrate analysis and synthesis, not merely summary and simple observation
- follow Turabian format.
- avoid opinion and favor analysis.
- be proofread, not merely spell-checked, and will be completed in multiple edited drafts.
- include an original title, not the title of the work under review or analysis.

ALL 300-LEVEL HISTORY ANALYSIS OR REVIEW PAPERS WILL NOT:
- plagiarize.
- summarize.
- be submitted in more than one class (in the same or later semesters).

ALL PAPERS MUST:
- include your name, course information, and paper title on the first page or separate cover page.
- have 1” margins, and be typed in a reasonable font (10-12)
- be typed, double-spaced, and printed in black ink.
- be stapled, with numbered pages.
- meet stipulated minimum / maximum page lengths. Papers not meeting or exceeding page requirements will be penalized a full grade.
- include source quotations, which MUST BE CITED in footnotes or endnotes.
- include a bibliography (fine if included at bottom of final page).
- be submitted to the instructor on the due date in hard copy, not emailed, not on disk, and not promised to be delivered later. Do not ask for favors.

LATE PAPER POLICY:
- Any paper not submitted by the end of the class period will be considered a late paper.
- Thereafter, every day (including weekends) that the paper is late, the grade will be lowered by one full grade. After three days, no late papers will be accepted.

USE OF WEBSITES:
- Papers making use of the web will receive grade reductions, one grade per internet reference.
- Use of outside sources is discouraged for these papers, which are meant to be close-readings and analysis papers.
WHAT IS PLAGIARISM?
Plagiarism and any other form of cheating in my classes will be dealt with in the severest manner possible, without exception - failure of the course and referral to the university judicial system.

The History Department’s definition of plagiarism: anything you could not have written without the source open in front of you.

This includes:
- Word-for-word cutting and pasting of original source, with no quotation marks and no attribution
- Word-for-word cutting and pasting with attribution but no quotation marks
- Word-for-word cutting and pasting with quotation marks but no attribution
- Snipping of juicy and/or otherwise distinctive phrases with no quotation marks and no attribution
- Close paraphrases of substantial length in which selected words have merely been replaced by common synonyms
- Sections of prose which have been reasonably well paraphrased but which parallel the original source in structure (that is, there is a sentence-for-sentence congruence, in which your sentences differ from those of the original but express substantially the same ideas in the same order for more than a sentence or two)

HOW TO AVOID PLAGIARISM:
- When taking notes from sources, be sure to use quotation marks and include page numbers, in your notes, to ensure that you do not accidentally borrow direct language.
- Avoid the web. Do not use the web as a research source. Do not be tempted to cut and paste from a website. Even pictures or maps downloaded from the web and used without attribution are considered plagiarism.
- Learn what plagiarism is. Cite frequently. When in doubt, cite and / or ask your instructor.
- Visit the Writing Center. They too can offer advice on writing and note-taking that may help you avoid accidental borrowing.
- Prepare. Research early. Write early. Don’t put yourself in a position where you are tempted to take the “easy” way out.

Thanks to Dr. Gael Graham for creating these guidelines to plagiarism.

PENALTIES FOR COMMITTING PLAGIARISM IN THIS CLASS:
- Plagiarized work submitted to the University’s Academic Integrity Board
- Failure of assignment and / or class

See the University’s policy on academic integrity here: http://www.wcu.edu/26163.asp
Kate L. Turabian’s Manual for Writers of Research Papers, Theses, and Dissertations presents two basic documentation systems, notes-bibliography style (or simply bibliography style) and parenthetical citations—reference list style (or reference list style). These styles are essentially the same as those presented in The Chicago Manual of Style, 15th edition, with slight modifications for the needs of student writers.

Bibliography style is used widely in literature, history, and the arts. This style presents bibliographic information in footnotes or endnotes and, usually, a bibliography. Each example [below] is given first in bibliography style (a note [N], with a # to indicate your footnote number as relevant, followed by a bibliographic entry [B]).

Book: One author


Book: Editor, translator, or compiler instead of author


Chapter of an edited volume originally published elsewhere (as in primary sources)


Book published electronically

Article in a print journal


Web site


Film


Item in online database


**UNIVERSITY OF GEORGIA LIBRARIES RESEARCH GUIDES: TURABIAN STYLE**
http://www.libs.uga.edu/ref/turabian.html

Format for Additional Note References
"Once a work has been cited in complete form, later references to it are shortened. For this, either short titles or the Latin abbreviation *ibid.* (for *ibidem*, "in the same place") should be used" (8.84). Use Ibid, and page number when the source is the same, page is different.
PRACTICE TEXT 1: TACITUS, THE ANNALS
Rome at the beginning was ruled by kings. Freedom and the consulship were established by Lucius Brutus. Dictatorships were held for a temporary crisis. The power of the decemvirs did not last beyond two years, nor was the consular jurisdiction of the military tribunes of long duration. The despotisms of Cinna and Sulla were brief; the rule of Pompey and of Crassus soon yielded before Caesar; the arms of Lepidus and (Mark) Antony before Augustus; who, when the world was wearied by civil strife, subjected it to empire under the title of "Prince." But the successes and reverses of the old Roman people have been recorded by famous historians; and fine intellects were not wanting to describe the times of Augustus, till growing sycophancy scared them away. The histories of Tiberius, Caius (Caligula), Claudius, and Nero, while they were in power, were falsified through terror, and after their death were written under the irritation of a recent hatred. Hence my purpose is to relate a few facts about Augustus- more particularly his last acts, then the reign of Tiberius, and all which follows, without either bitterness or partiality, from any motives to which I am far removed.

When after the destruction of Brutus and Cassius there was no longer any army of the Republic, when Pompey was crushed in Sicily, and when, with Lepidus pushed aside and (Mark) Antony slain, even the Julian faction had only Caesar left to lead it, then, dropping the title of triumvir, and giving out that he was a Consul, and was satisfied with a tribune's authority for the protection of the people, Augustus won over the soldiers with gifts, the populace with cheap corn, and all men with the sweets of repose, and so grew greater by degrees, while he concentrated in himself the functions of the Senate, the magistrates, and the laws. He was wholly unopposed, for the boldest spirits had fallen in battle, or in the proscription, while the remaining nobles, the readier they were to be slaves, were raised the higher by wealth and promotion, so that, aggrandised by revolution, they preferred the safety of the present to the dangerous past. Nor did the provinces dislike that condition of affairs, for they distrusted the government of the Senate and the people, because of the rivalries between the leading men and the rapacity of the officials, while the protection of the laws was unavailing, as they were continually deranged by violence, intrigue, and finally by corruption.


PRACTICE TEXT 2: TACITUS, AGRICOLA
1. To bequeath to posterity a record of the deeds and characters of distinguished men is an ancient practice which even the present age, careless as it is of its own sons, has not abandoned whenever some great and conspicuous excellence has conquered and risen superior to that failing, common to petty and to great states, blindness and hostility to goodness. But in days gone by, as there was a greater inclination and a more open path to the achievement of memorable actions, so the man of highest genius was led by the simple reward of a good conscience to hand on without partiality or self-seeking the remembrance of greatness. Many too thought that to write their own lives showed the confidence of integrity rather than presumption. Of Rutilius and Scaurus no one doubted the honesty or questioned the motives. So true is it that merit is best appreciated by the age in which it thrives most easily. But in these days, I, who have to record the life of one who has passed away, must crave an indulgence, which I should not have had to ask had I an indulgence, which I should not have had to ask had I only to inveigh against an age so cruel, so hostile to all virtue.
2. We have only to read that the panegyrics pronounced by Arulenus Rusticus on Paetus Thrasea, and by Herennius Senecio on Priscus Helvidius, were made capital crimes, that not only their persons but their very books were objects of rage, and that the triumvirs were commissioned to burn in the forum those works of splendid genius. They fancied, forsooth, that in that fire the voice of the Roman people, the freedom of the Senate, and the conscience of the human race were perishing, while at the same time they banished the teachers of philosophy, and exiled every noble pursuit, that nothing good might anywhere confront them. Certainly we showed a magnificent example of patience; as a former age had witnessed the extreme of liberty, so we witnessed the extreme of servitude, when the informer robbed us of the interchanges of speech, and hearing. We should have lost memory as well as voice, had it been as easy to forget as to keep silence.

3. Now at last our spirit is returning. And yet, though at the dawn of a most happy age Nerva Caesar blended things once irreconcilable, sovereignty and freedom; though Nerva Trajan is now daily augmenting the prosperity of the time, and though the public safety has not only our hopes and good wishes, but has also the certain pledge of their fulfillment: still, from the necessary condition of human frailty, the remedy works less quickly than the disease. As our bodies grow but slowly, perish in a moment, so it is easier to crush than to revive genius and its pursuits. Besides, the charm of indolence steals over us, and the idleness which at first we loathed we afterwards love. What if during those fifteen years, a large portion of human life, many were cut off by ordinary casualties, and the ablest fell victim to the Emperor’s rage, if a few of us survive, though there have been taken from the midst of life those many years which brought the young in dumb silence to old age, and the old almost to the very verge and end of existence! Yet we shall not regret that we have told, though in language unskilful and unadorned, the story of past servitude, and borne our testimony to present happiness. Meanwhile this book, intended to do honour to Agricola, my father-in-law, will, as an expression of filial regard, be commended, or at least excused.

*Translated by Alfred John Church and William Jackson Brodribb*
The Empire
HIST 308 – ROME  
SPRING MMXI  

STUDENT INFORMATION  
Note that this information is for instructor use only and will not be shared.

Name: ________________________________________________  
I prefer to be called: ________________________________________  
Email (that I use): ___________________________________________  
Phone: ______________________________________________________  
Major / Year: _______________________________________________  
Previous History coursework? ___________________________________  
_________________________________________________________________  
_________________________________________________________________  
_________________________________________________________________  
Disabilities / Conflicts (please inform me of any reasons which might cause you to routinely miss class (such as military, athletics, child-care, long commute) - note that official disabilities requiring assistance in class / test-taking must be reported to Student Services).

Anything else I should be aware of?

Tell me something that you KNOW about Rome (not an optional question):
HIST 308-01
Explorations in Regional History: African History since 1880
Fall 2010
MWF 10:10-11:00
McKee 209

Instructor: Dr. Saheed Aderinto
Office: Mckee 227B
Email: saderinto@email.wcu.edu
Phone #: 828-227-3868
Office Hours: MWF 9-10; 12:15-1:15 (and by appointment)

Course Description
Welcome to HIST 308: Explorations in Regional History—Africa since 1880. This course introduces students to African history since the late nineteenth century. The last two decades of the nineteenth century is known as the period of “Scramble for Africa.” This period saw the gradual establishment of colonial rule over the African continent. The twentieth century is divided into two periods, namely, “colonial, 1900-1960s” and “post- independence, since the 1960s.” While the former was characterized by European political and administrative control of the new states that emerged after the Scramble, the later is known as the period of self-rule. African history will be presented from various perspectives ranging from colonial policies to African response to European domination. How international developments, such as the two World Wars and new cultures imported from the West, coupled with internal transformation, changed the face of Africa since the nineteenth century will be emphasized. The course also covers significant aspects of contemporary African history and politics ranging from military dictatorship, civil wars and Cold War politics to the HIV/AIDS pandemic and gender relations. We shall study the intersection of religion and politics and the place of ethnicity and power politics in the making of African history.

Course Learning Objectives
Students will be able to:
● synthesize, locate, and analyze the roles of local and global agencies in African history;
● demonstrate good knowledge of the major themes in modern African history;
● understand the place of Africa in global history and politics;
● comprehend the impact of colonial rule on African history and culture;
● contextualize and analyze the challenges of nation-building in Africa;
● visualize, contextualize, and apply various explanations to modern African history.

Western’s Liberal Arts Learning Goals

Students will be able to:

● Demonstrate the ability to locate, analyze, synthesize, and evaluate information;
● Demonstrate the ability to interpret and use numerical, written, oral, and visual data;
● Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
● Demonstrate the ability to critically analyze arguments;
● Demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being;
● Demonstrate an understanding of
  ▪ Past human experiences and ability to relate them to the present;
  ▪ Different contemporary cultures and their interrelationships;
  ▪ Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity;
  ▪ Scientific concepts and methods as well as contemporary issues in science and technology;
  ▪ Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding.
● Demonstrate an excitement for and love of learning.

Required Books

• Additional readings noted in your weekly readings as “blackboard material,” including primary documents and guidelines for writing book report can be found in the “course content” section of blackboard.

**Expectations of Students/Course Policies**

Assignments turned in after the due dates will not be accepted. Students are required to do the readings for each class and be prepared for the map quiz. It is my responsibility as the professor to ensure that class environment is conducive for learning. In this regard, students are expected to maintain classroom decorum. Noise and all forms of distractions inhibit instruction and effective communication between the students and professor. Laptops can only be used for note-taking purposes. Please see the following link on tips for effective note taking: [http://www.wcu.edu/24544.asp](http://www.wcu.edu/24544.asp). If you will be coming in when lecture is already underway, please contact me and provide tangible reasons for the interruption. If you will be leaving while the class is on, please sit close to the nearest exit. Attendance will be taken daily. Students who arrive fifteen minutes into lectures lose attendance for the day. Over three absences lead to a drop in letter grade.

**Academic Integrity Policy**

I will enforce the violation of Western’s Academic Integrity Policy which include the following:

Cheating—Using or attempting to use unauthorized materials, information, or study aids in any academic exercise;
Fabrication—Creating and/or falsifying information or citation in any academic exercise;
Plagiarism—Representing the words or ideas of someone else as one’s own in any academic exercise;
Facilitation—Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination).

For more information on Academic Integrity Policy visit: [http://www.wcu.edu/26163.asp](http://www.wcu.edu/26163.asp).

**Accommodations for Students with Disabilities**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office’s website: [http://www.wcu.edu/12789.asp](http://www.wcu.edu/12789.asp).
Grading Procedures

All grades will be based on ability to develop important points, coherent analyses, and use of relevant materials from readings and class notes. Assessment will be based on the following: map quiz; book report; three primary document assignments; midterm test; research paper; and final exam. For the book report, you will be reading Chinua Achebe’s Things Fall Apart, a classic novel that best illustrate the impact of colonial rule on African culture and society. The map quiz is aimed at helping students to learn the political and human geography of contemporary Africa. The primary document assignments, book report and research paper must be 2-3 pages long (12 pt. font/Times New Roman). The midterm test and final exams are structured to evaluate students’ understanding of the materials and lectures. You are required to use course materials to support and elaborate your response to the questions. Study questions will be made available prior the tests dates. Points will also be allocated for attendance and class participation. As stated above, attendance will be taken daily and students who arrive fifteen minutes into lectures lose attendance for the day. Over five unexcused absences lead to a drop in letter grade. The final grade will be based on percentage system. Any grade above 97 is an A+, between 93 and 96 an A, and between 90 and 92 an A- . The same pattern applies for Bs, Cs and Ds.

Grade Breakdown

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map Quiz: (September 1)</td>
<td>A = 940-1000</td>
</tr>
<tr>
<td>Primary Document Assignment I (Due September 13)</td>
<td>A- = 900-939</td>
</tr>
<tr>
<td>Primary Document Assignment II (Due September 20)</td>
<td>B+ = 870-899</td>
</tr>
<tr>
<td>Primary Document Assignment III (Due September 27)</td>
<td>B = 840-869</td>
</tr>
<tr>
<td>Midterm Test (October 6)</td>
<td>B- = 800-839</td>
</tr>
<tr>
<td>Book Report (Due October 13)</td>
<td>C+ = 770-799</td>
</tr>
<tr>
<td>Research Paper (Due November 22)</td>
<td>C = 740-769</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>C- = 700-739</td>
</tr>
<tr>
<td>Final Exam</td>
<td>D+ = 670-699</td>
</tr>
<tr>
<td>Total:</td>
<td>D = 640-669</td>
</tr>
<tr>
<td></td>
<td>D- = 600-639</td>
</tr>
<tr>
<td></td>
<td>F = Below 600</td>
</tr>
</tbody>
</table>
Class Schedule

Part I

Introduction: Africa on the Eve of Colonial Conquest

Week I: Introductions
August 23: Introducing the syllabus and course
August 27: Why study Africa? Africa and Africans in global history, *Shillington Chapter 1*

WEEK II: Africa in the 19th century: Prelude to Colonial Rule
August 30: Africa on the eve of the Scramble: The abolition of the trans-Atlantic slave trade and its aftermath, *Shillington, pp. 230-239*

September 1: Why did Europeans come to Africa? European conquest of Africa, *Shillington, Chapter 21 (Map Quiz)*

September 3: How did Africans response to colonial conquest? *Blackboard Material* Sept. 3

WEEK III: Africa in the 19th century: Prelude to Colonial Rule (Cont’d)
September 6: No Class: Labor Day

September 8: What factors account for the failure of African resistance to colonial conquest? (Military failure) *Blackboard Material* Sep.8

September 10: What factors account for the failure of African resistance to colonial conquest? (Geography and internal division) *Blackboard Material* Sept. 10
Part II
Colonial Africa, 1900s-1960s

WEEK IV: Colonial Rule Established
September 13: General overview, Blackboard Material September 13 (Primary Document Assignment I Due)
September 15: British colonial policy: indirect rule, Shillington pp. 356-358
September 17: French colonial policy: assimilation, Shillington, pp.354-356

WEEK V: Political Economy of Colonial Rule
September 20: The settler colonies and new agriculture, Shillington, pp. 348-350 (Primary Document Assignment II Due)
September 22: Mining and extraction industry, Shillington, pp.351-353
September 24: Labor and taxation, Shillington, pp.353-354

WEEK VI: Anti-Colonial Sentiments: Revolt and Insurgencies
September 27: The women’s war of 1929, Blackboard Material Sept. 27 (Primary Document Assignment III Due)
September 29: Women in nationalist movements in Africa, Blackboard Material Sept. 29
October 1: Maji Maji rebellion, Blackboard Material Oct. 1

WEEK VII: Africans in the First and Second World Wars
October 4: Midterm test preparation and revision
October 6: Midterm test
October 8: Africans in the First and Second World Wars, Shillington, pp.344-347; and pp.366-375

WEEK VIII: Apartheid South Africa
October 15: **No Class: Midterm Break**

**WEEK IX: Pan-Africanism**
October 18: **No Class: Midterm Break**
October 22: Contributions of Pan-Africanism to African political thought and integration
*Blackboard Material* Oct. 22

**WEEK X: The Road to Independence**
October 29: Independence movement in East Africa, *Shillington, 387-393*

**Part III**
**Africa since Independence (since 1960s)**

**WEEK XI: The Legacies of Colonial Rule**
November 1: Political and economic legacies of colonial rule, *Shillington, pp.417-421*
November 3: **No Class: Advising Day**
November 5: Drive for economic independence, *Shillington, pp.421-424*

**WEEK XII: Violence in Africa: Military Dictatorship, Ethnic Conflict, and the Cold War**
November 8: Ethnic Conflict in Africa, *Blackboard Material* Nov. 8
November 10: The Cold War and Africa, *Blackboard Material* Nov. 10
November 12: Military dictatorship, *Shillington, pp.424-427*
WEEK XIII: Economic and Political Integration in Africa

November 15: African Union (AU), *Shillington, pp.436-438*; and *Blackboard Material* Nov. 15

November 17: Economic Community of West African States (ECOWAS), *Shillington, pp.438-440*

November 19: Southern African Development Community, *Blackboard Material* Nov. 19

WEEK XIV: Economic and Political Integration in Africa, Cont’d


November 24: No Class: Thanksgiving Holiday

November 26: No Class: Thanksgiving Holiday

WEEK XV: HIV/AIDS in Africa


December 3: HIV/AIDS, NGOs, and Africa’s foreign relations, *Blackboard Material* Dec. 3

WEEK XVI: Last Week of Class: Africa in the age of Terrorism

December 6: North and West Africa, *Blackboard Material* Dec. 6

December 8: East and Southern Africa, *Blackboard Material* Dec. 8

December 10: Last Day of Class: Preparation for Final
Info

Professor: Hunt Boulware
Office: 204C, McKee
Office Hours: TTH 12:30-2:00; MWF 12:15-1:15
Email: hboulware@email.wcu.edu
Phone: (828) 649.6277

Required Readings


Anne Farrow, Joel Lang, and Jennifer Frank, Complicity: How the North Promoted, Prolonged, and Profited from Slavery (New York: Ballentine, 2005)

Primary sources and secondary articles listed in syllabus

Grading

Attendance/discussion/quizzes (25%)
Since nearly all of our meetings will include discussion, it is imperative that you come to class and evaluate the material beforehand in order to be successful in this course. Most of our in-class quizzes will come from the assigned reading. There will be NO make-ups for quizzes. I will drop your lowest quiz score.

Papers (3), Project (1) (25%)
See below for guidelines.

Mid-term and final exam (50% (25% each))
You will take two exams over the course of the semester. Test materials will come from class discussions/lectures and required readings. Make-up tests are intended for students with a written medical excuse. All make-up tests will be in a different format than the original, which will potentially make for a more difficult exam.
Schedule

**Week 1 (Aug 24-28)  Slavery: An Overview**

- **M:** Syllabus; Introduction
- **W:** What do we know about slavery?
- **F:** Slavery in the Old World; J. Alexander, “Islam, Archaeology and Slavery in Africa” (Webcat)

**Week 2 (Aug 31-Sep 4)  Africans and the Slave Trade**

- **W:** Holt, *Major Problems*, Chapter 2 (Docs. 4, 5, and 7)

**PAPER 1 DUE**

**Week 3 (Sep 7-11)  The Caribbean: The Sugar Slaves**

- **M:** No Class
- **W:** Trevor Burnard, “The Dynamics of the Slave Market and Slave Purchasing Patterns in Jamaica, 1655-1788” (Webcat)
- **F:** Sugar and Slaves

**Week 4 (Sep 14-18)  The Chesapeake: The Tobacco Slaves**

- **M:** Holt, *Major Problems*, Chapter 3 (Docs. 1, 2, 4, and 6)
- **W:** From indentured servant to slaves

**Week 5 (Sep 21-25)  The Lowcountry: The Rice Slaves**

- **M:** Rice and slaves
- **W:** Philip D. Morgan, “Work and Culture: The Task System and the World of Lowcountry Blacks, 1700-1880” (Webcat)
- **F:** Timothy J. Lockley, “Trading Encounters between Non-Elite Whites and African-American in Savannah, 1790-1860” (Webcat)

**PAPER 2 DUE**

**Week 6 (Sep 28-Oct 2)  Complicity: Slavery in the North**

- **M:** Farrow, *Complicity*, chapters 1, 2, and 3
- **W:** The Puritan slave traders
- **F:** Farrow, *Complicity*, chapters 4, 5, and 6
Week 7 (Oct 5-9)  
**Complicity: Slavery in the North**

M: Farrow, *Complicity*, chapters 7, 8, 9, and 10
W: Farrow, *Complicity*, chapters 7, 8, 9, and 10
F: No Class

Week 8 (Oct 12-16)  
**Slavery and Freedom**

M: No Class
W: Slavery and freedom
F: Review

Week 9 (Oct 19-23)  
**Midterm**

M: Midterm
W: No Class
F: No Class

Week 10 (Oct 26-30)  
**Slavery and the American Revolution**

(Docs: 3, 4, 5 and 6);
W: Sylva Frey, “Between Slavery and Freedom: Virginia Blacks in the American Revolution” (Webcat)
F: No Class

Week 11 (Nov 2-6)  
**Slave Resistance and Rebellion**

M: Kolchin, American Slavery (pgs. 155-66)
W: Holt, *Major Problems*, chapter 5 (Doc. 1); chapter 6 (Docs: 4 and 5);  
Donald Wax, “The Great Risque we Run: The Aftermath of Slave Rebellion at Stono, South Carolina, 1739-1745” (Webcat)
F: Tim Lockley, “Runaway Slaves in South Carolina” (Webcat); Runaway slave announcements in newspapers; [http://etext.virginia.edu/subjects/runaways/](http://etext.virginia.edu/subjects/runaways/)

Week 12 (Nov 9-13)  
**Life on the Plantation**

M: Marie Schwartz, “Family Life in the Slave Quarters” (Webcat)
W: The Slave Quarters
F: The Big House

RUNAWAY PROJECT DUE (PAPER 3)

Week 13 (Nov 16-20)  
**Slave Culture**

M: Holt, *Major Problems*, Chapter 4 (Docs. 1 and 2)
W: Time away from the field
Culture: Culture as Spirit,” 2. Mechal Sobel, “How White and Black Cultures Merged: Culture as Social Relations”

Week 14 (Nov 23-27)  Slave Religion

M: Holt, Major Problems, Chapter 4 (Docs. 3, 4, 5, 6 and 7)
W: No Class
F: No Class

Week 15 (Nov 30-Dec 1)  Civil War and Emancipation

M: Holt, Major Problems, chapter 9 (Docs. 2, 3, 4, 5 and 6)
W: Slavery and the War
PAPER 4 DUE

Week 16 (Dec 7-11)  Reconstruction

M: Holt, Major Problems, chapter 10 (Docs: 1, 2, and 8)
F: Review

Guidelines for Papers

Your will write 3 papers in this course and complete 1 project. They papers must be typed, double-spaced, stapled, and at least 3 pages in length (standard font and margins); the project must be at least 5 pages. Late papers will be penalized 1 letter grade per CALENDAR day late. Hard copy only.

PAPER 1, 2, and 4 (Weeks 2 (2 articles), 5, and 15 (2 articles)): Identify the primary thesis and key ideas that support the central argument of each author in each of these articles.

PROJECT (Runaway slave announcement) (Week 12): You will use the runaway slave database from Virginia, 1736-1776, located at: http://etext.virginia.edu/subjects/runaways/ to write a comparative paper using information gleaned from announcements. You must use at least 20 announcements for this assignment. You have latitude to write you paper on a variety of comparative topics, and we will discuss the project in-depth in the first weeks of class.

Short papers will be graded on the following criteria:
1. clarity of writing (grammar, essay organization, etc.)
2. use of sources to defend your answers (number and quality of evidence)
3. development of answers; sophistication of response
[Note: I am not interested in your opinions. I am interested in your arguments and the defense of these arguments using evidence from the documents and essays.]

Other

My door is always open, so lease contact at any point with any questions or issues you might have.

Email: You will need to access your school email, or link it to your email client (Entourage, Outlook), as this is the email by which I will contact you.

Extra credit: Extra credit: Persons wishing to earn extra points toward their final grade (maximum two points) can put together a project that combines a visit (either virtual or in person) to an historical site, an 8 page paper (double-spaced), and a power point presentation (combining audio, video, and/or photos/pictures/paintings (not presented aloud)) of the subject. You may choose any topic related to slavery in North America during the period of study (clear with me if you’re unsure). Choose a location relevant to your topic (i.e. Boone Hall Plantation). I want your paper to examine the historical importance of the site you choose at it relates to slavery, and your power point to include at least 20 visual slides which complement your written paper. In your paper I want you to also discuss how important you believe historical preservation to be, and of the efforts/methods undertaken by your location to preserve its history. Some questions to consider: how is it funded? How well does it tell its story, and bring history alive? Is the manner of its presentation more visual, oral, and/or written? What, ultimately, did you gain from this project, particularly from a public history standpoint?

Academic Dishonesty: This is a fancy term for cheating. DO NOT CHEAT. I will strictly enforce the University’s policy as outlined below. Any students caught cheating, or plagiarizing, will suffer the consequences of their actions by receiving an F for the assignment in question, foremost, and whatever further action the department deems necessary. I would strongly advise you NOT to cut and paste from the internet for any written work, as this form of cheating is particularly easy to catch.

Academic Honesty Policy

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. Cheating—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. Fabrication—Intentional falsification of information or citation in an academic exercise.

c. Plagiarism—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.

d. Facilitation of Academic Dishonesty—Intentionally or knowingly helping
or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head, and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction.

**Attendance policy:** See [http://www.wcu.edu/WebFiles/PDFs/ClassAttendancePolicy_IV_Revised_3-20-08.pdf](http://www.wcu.edu/WebFiles/PDFs/ClassAttendancePolicy_IV_Revised_3-20-08.pdf)

Note: I grant 6 absences (which equates to 2 weeks) for whatever reasons you might need them (doctor, car trouble, hungover, etc). However, upon your 7th absence, I will reduce your final grade by one letter. For every class you miss after your 7th absence, I will reduce your final grade by one additional letter per missed class.

**Important:** Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.
** As this is a course on the history of crime in America, some of its content will detail violence and violent acts that may be deemed offensive

Info

Professor: Hunt Boulware
Office: 204C, McKee
Office Hours: TTH 10:00-11:00; 2:00-3:30, and by appointment
Email: hboulware@email.wcu.edu
Phone: (828) 649.6277

Required Readings

Willard Oliver and Fred Hilgenberg, *A History of Crime and Criminal Justice in America*


Glen Peter Hastedt, *Espionage: A Reference Handbook*

Selected readings

Recommended Reading

Mike Mayo, *American Murder: Criminals, Crimes, and the Media*

Grading

Attendance/Participation (10%)
Since nearly all of our meetings will include discussion, it is imperative that you come to class and evaluate the material beforehand in order to be successful in this course. As such, your attendance/participation grade is directly tied to your being in class AND taking part.

Quizzes (15%)
Quizzes will be assigned, and given as needed. There will be NO make-ups for quizzes. I drop your lowest quiz grade/grades, depending on the number taken.

Papers (25%)
You will write 3 papers. See below for assignments and guidelines.

Mid-term and final exam (50% (25% each))
You will take two exams over the course of the semester. Test materials will come from class discussions/lectures and required readings. Make-up tests are intended for students
with a written medical excuse. If you miss an exam for a medical reason, you MUST have a written excuse from a doctor to makeup the test.

Schedule

Week 1 (Jan 12-14)  
Introduction: The Origins of Crime

Background reading: Willard Oliver, A History of Crime (Chapters 1 and 2)

T: Introduction; Syllabus  
TH: Crime and Criminality

Week 2 (Jan 19-21)  
England and the Roots of Crime in Colonial America

Background reading: Oliver, A History of Crime (Chapters 3 and 4)

T: Anthony Vaver, “Arthur Nottool’s Escape” (Webcat)  
TH: Tyler Boulware, “A Dangerous Sett of Horse-Thieves and Vagrants: Outlaws of the Southern Frontier during the Revolutionary Era” (Webcat);

Week 3 (Jan 26-28)  
The “Wild West”

Background reading: Oliver, A History of Crime (Chapter 8)

T: Stuart Traub, “Rewards, Bounty Hunting, and Criminal Justice In the West, 1865-1900” (Webcat)  
**PAPER 1 DUE (4 PAGES)  

Week 4 (Feb 2-4)  
Gangs of New York: The Rise of Urban Crime

Background reading: Oliver, A History of Crime (Chapter 9)

T: T. J. English, Paddy Whacked, Chapter 1  
TH: English, Paddy Whacked, Chapter 2 and 3

Week 5 (Feb 9-11)  
Gangsters/Prohibition Era

Background reading: English, Paddy Whacked, Chapters 4 and 5; Oliver, A History of Crime (Chapter 11)

T: Virgil W. Peterson, “Chicago: Shades of Capone” (Webcat);  
TH: Tanya M. Sanchez, “The Feminine Side of Bootlegging” (Webcat)

Week 6 (Feb 16-18)  
The Mafia: The Chicago Outfit

T: Thomas Hunt, Chicago’s Man in Vegas: Anthony Spilotro (Webcat)
** PAPER 2 DUE (4 PAGES)

Week 7 (Feb 23-25)  Review

T: NO CLASS; Advising day
TH: Review for Midterm

Week 8 (Mar 2-4)  Midterm

T: ** MIDTERM
TH: NO CLASS

Week 9 (Mar 9-11)  The Mafia: The Boston Westies

T: English, *Paddy Whacked*, Chapter 6 and 7
TH: English, *Paddy Whacked, Part 2: A Long Way from Tipperary*

Week 10 (Mar 16-18)  The Mafia: The New York Families

T: Anthony Bruno, “The Gambino Crime Family and the Castellammarese War” (Webcat)
TH: The FBI’s inside man: Donnie Brasco

Week 11 (Mar 23-25)  Espionage

Background reading: Glenn Hastedt, *Espionage: A Reference Handbook*

T: The Origins of Espionage
TH: Pete Earley, “CIA Traitor: Aldrich Ames” (Webcat); Adrian Havill, “Robert Hanssen: The Spy who Stayed out in the Cold” (Webcat)
** PAPER 3 DUE (5 PAGES)

Week 12 (Mar 30-Apr 1)  Spring Break

T: NO CLASS
TH: NO CLASS

Week 13 (Apr 6-8)  The 19th Century

Background reading: Willard Oliver, *A History of Crime* (Chapter 9)

T: Crimes of the Century
TH: Assassinations
Week 14 (Apr 13-15)  The 20th Century

Background reading: Willard Oliver, A History of Crime (Chapter 13)

T: Crimes of the Century
TH: Assassinations

Week 15 (Apr 20-22)  White Collar Crime

T: Thomas J. Dilorenzo, “The Truth about the Robber Barons” (Webcat)
TH: Julie Creswell, “The Talented Mr. Madoff” (Webcat)

Week 16 (Apr 27-29)  Grifters

T: Common cons and scams
TH: Review for Final

Guidelines for Papers

Your will write 3 papers in this course. All papers must be typed, double-spaced and stapled (standard font and margins). Papers 1 and 2 must be at least 4 pages; paper 3 must be at least 5 pages. Late papers will be penalized 1 letter grade per day late. Hard copy only.

PAPER 1 (Jan. 26)
Stuart Traub, “Rewards, Bounty Hunting, and Criminal Justice in the West, 1865-1900” (Webcat). Identify Traub’s primary thesis and key ideas that support his central argument. (4 PAGES)

PAPER 2 (Feb. 18)
James B. Jacobs and Ellen Peters, “Labor Racketeering: The Mafia and the Unions” (Webcat). Identify Jacob’s and Peters’ primary thesis and key ideas that support their central argument. (4 PAGES)

PAPER 3 (Apr. 8)
Compare and contrast the motivations of Aldrich Ames and Robert Hanssen. Detail what led each to betray national secrets to the Soviet Union. You must use two other sources in addition to the readings assigned. (5 PAGES)

Papers will be graded on the following criteria:
1. clarity of writing (grammar, essay organization, etc.)
2. use of sources to defend your answers (number and quality of evidence)
3. development of answers; sophistication of response
[Note: I am not interested in your opinions. I am interested in your arguments and the defense of these arguments using evidence from the documents and essays.]
Other

My door is always open, so lease contact at any point with any questions or issues you might have.

Important: Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716, lalexis@wcu.edu or 144 Killian Annex.

Email: You will need to access your school email frequently, or link it to your email client (Entourage, Outlook), as this is the email by which I will contact you.

Academic Dishonesty: This is a fancy term for cheating. DO NOT CHEAT. I will strictly enforce the University’s policy as outlined below. Any students caught cheating, or plagiarizing, will suffer the consequences of their actions by receiving an F for the assignment in question, foremost, and whatever further action the department deems necessary. I would strongly advise you NOT to cut and paste from the internet for any written work, as this form of cheating is particularly easy to catch.

Academic Honesty Policy
Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. Cheating—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
b. Fabrication—Intentional falsification of information or citation in an academic exercise.
c. Plagiarism—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.
d. Facilitation of Academic Dishonesty—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head, and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction.
Attendance policy:

I follow the university’s guidelines for attendance. See:

http://www.wcu.edu/WebFiles/PDFs/ClassAttendancePolicy_IV_Revised_3-20-08.pdf

If you miss more than 4 classes, your final grade will be reduced by one-half letter per absence. University excused absences do not count against you.
TEACHING WORLD HISTORY
History 310-70

Billie Jean Clemens, NBCT
Social Studies Teacher: Swain County High School
bjclemens@email.wcu.edu or bclemens@swainmail.org
828-586-9215
Meeting Time: Tuesdays: 4:40-5:30

Course Description: This class is designed as a nuts and bolts course to enable you to be classroom ready when you begin your student teaching. It will build upon your knowledge gained in History 395, PSC 406 and History 405. It will augment the information you are learning in Dr. Engel’s History 405. The backdrop of the class will be the eight goals of the NC Standard Course of Study for the new World History curriculum but the primary emphasis will be providing you with strategies that can be applied to any of the social science disciplines. Many of the strategies will concern literacy, both reading and writing. Today’s history classroom should emphasize students working with primary source documents, quality secondary source material, collaborative learning, and writing; but, in order to this effectively students must be taught strategies to help them become better readers and writers. The strategies will be modeled for you and then you will create your lessons using those strategies. Additionally, there will be discussions concerning theory versus reality, professionalism, vision, and classroom management.

Essential Questions for the course:
How can you enable students to be better readers, writers, and historical thinkers?
What is your vision for the classroom and yourself as a professional?

Class #1 – August 23:
-Introduction to the class/syllabus, and instructor
-What is your style?

Class #2 – August 30
-You should have gone to the NDPI website and studied the most recent draft of the SCOS for World History
-Short term collaborative and individual enrichment projects will be discussed and modeled by me

Class #3 – September 6
-Enrichment projects and presentations due – topic #1

Class #4- September 13
-Teaching reading literacy strategies

Class #5 – September 20
-Teaching reading literacy strategies

Class #6 – September 27
-Reading Literacy strategies and presentations due– topic #2

Class #7- October 4
- Elements of a long term project

Class #8 - October 11
  - CLASS WILL NOT MEET – Time to work on long term project
  - Long term project due – topic #3 – email by 8:00 AM – Oct 12, 2011

Fall break - October 13-18

Class #9 – October 25
  - Writing Strategies

Class #10 – November 1
  - Writing Strategies and Assessments

Class #11 – November 8 – CLASS WILL NOT MEET

Class #12 – November 15 –
  - Writing literacy strategies due and presentations – topic #4

Class #13 – November 22
  - Film as a learning tool

Class #14 – November 29
  - Film assignment due – topic #5

Class #15 – December 6
  - Assessments: quizzes, writing, and projects

Class #16 – December 13.
  Final tool box and revisions due; finish up assessments

Assignments and Assessments:
There are 8 goals for the World History SCOS. The first goal is skills based. Goals 2-8 are content based but you should weave goal #1 throughout all of the goals. At the end of this course you will have a tool box of strategies for goals 2-8. The toolbox will contain the following instructional strategies: enrichment assignments, reading strategies, long term projects, writing strategies, and strategies for using film effectively. Individually, you will create your own strategies for each of the above topics; collectively we will create a toolbox of those strategies for all of the goals. Each person will be assigned five different goals – one goal for each teaching topic. Students will be required to discuss and maybe model one strategy. Your toolbox will be submitted in the form of a dedicated flash-drive for this class.

Enrichment Tools - Topic #1
You will create an enrichment project that should be completed in one class but no more than two days. This project may be collaborative – no more than two people or individual. This assignment is for you to create a lesson that will enrich or help students process the content. In your written analysis, you must address why you chose this enrichment
assignment, how will it enhance student learning, how does it fit with your objectives for this particular goal, how will you assess the project, how will you differentiate your assessment for students with disabilities, and what materials will be required for the students complete the assignment. This analysis should be 1-2 typed pages – double spaced. Your lesson plan must include your goals and objectives, rubrics, time frame, and the student assignment sheet.

Reading Strategy – Topic #2 –
You will create two different lessons on your assigned goal that will be centered on reading strategies. You must create one lesson using primary source material and one using a quality secondary source. The assignments may be linked or scaffolded, but do not have to be. In a written analysis you must address: why you chose those particular documents, how will you assess their understanding of the material, how will that strategy work with your diverse learners, and how do your documents fit into your overall strategy for the goal. This analysis should be 2-3 typed pages – double spaced. Your lesson plan must be typed and should include: goals, objectives, essential questions, and details of how you will carry out your lesson plan. You must scan the documents you plan to use, or create them in a word document. You may also provide a link to the source, but since links change and more than likely you will not use an entire document, I require a scanned or copied portion of the document. Of course you will provide me with the proper citation information. Turn in to me a hard copy of your analysis, lesson plan, and materials.

Long Term Project – Topic #3
You will create a long term project on your assigned goal that will require students to work in collaborative groups. This project should have a number of topics for your class to choose from and should require students to work in collaborative groups of 2-4 students (groups larger than 4 are often ineffective). This project may take anywhere from 3-5 days on the block schedule or 10 days on a standard schedule, but everyday need not be dedicated to the project. Your written analysis must include why you chose this project, what skills do you want the students to demonstrate? What are your groupings? Why did you place students in a particular group? How does this fit with your objectives for this particular goal? What are the materials required for the students to complete this project, what obstacles do you anticipate? How are you going to address issues of inequality of work within a group? This analysis should be 2-3 typed pages – double spaced. Your lesson plans should be typed and include goals, objectives, rubrics, details of how you will instruct the students, and your assignment sheet for the students.

Writing Strategy – Topic #4
You will create two lessons on your assigned goal that will be centered on writing strategies, but will require students to combine primary source documents and learned curriculum content. One lesson will be geared toward an honors level class and the other toward a college prep class. In a written analysis you must address: what do you want the students to demonstrate in the writing assignment, how will you differentiate your assessment for students with learning disabilities, why did you choose that particular topic and documents, and how does this assignment fit into your overall strategy for this particular goal. This analysis should be 2-3 typed pages – double spaced. Your lesson plan must be typed and should include: goals, objectives, the writing prompt, rubrics, details of how you will instruct the students, the documents, and the assignment sheet you will give the students. Again, documents may be scanned or segments copied into a world file, and citation information. Turn in to me a hard copy of your analysis, lesson plan, and materials.

Topic #5 – Film
You will create two lessons using film in the classroom. One lesson will use a Hollywood or non-documentary film and a lesson using a traditional educational film. In your written analysis, you will address why you chose those particular films, how they blend with your overall goals for the unit, themes, what are the obstacles you foresee in using the films
and how you will deal with them, and why you chose those pieces of art. This analysis should be 1-2 typed pages – double spaced. The lesson plans for each film should include the objectives, time, questions, and assessments. In the documentary lesson plan you must include the times and content of the clips you plan to use.

All your lessons will be developed using the following class profile:

**Honors** – 26 students; 14 girls, 12 boys; 3 native American students; 4 will be first generation college; 10 on free and reduced lunch

**College Prep** – 22 students 12 boys, 10 girls; 5 native American; 15 on free and reduced lunch; 10 first generation college; 5 with IEPs in reading and writing – extended time, read aloud, separate setting, 3 with 504s – same issues

Class Assessments:

Five lesson plans – 35% - All plans must be typed; you must include a copy of all materials you plan to use (not the films); lesson plans must include times, objectives, assessments, questions, and any other relevant material. When you are creating your lesson plans remember that you may have a promethean or white board in your classroom. Utilize technology but remember it is a tool not a panacea. I require a hard copy of all material on the due date. These lessons should be of your own making, getting ideas from outside sources is acceptable but you MUST give credit – the complete website address. **Work will not be accepted late.**

Five analyses – 35%- All analyses must be typed and hard copy turned into me along with your lesson plan. **Work will not be accepted late.**

Class discussions – 10% - You must be an active participant in class. Merely attending is not good enough. You are expected to ask questions and contribute to discussions. Attendance is mandatory. If you miss class, your work must be e-mailed to be by the start of class.

Presentations – 5% - **** You will be required to give a synopsis of your lesson plan. ****

Complete tool box with revisions – 10% - Your lessons plans must be revised and uploaded to blackboard by December 6. Your toolbox flash drive is due on December 13. The flash drive must contain 7 folders – labeled for each goal. Within each folder should be five subfolders – one for each topic, and you should have downloaded all of the plans from the students in the class. Dr. Engel will give you back your flash drive. Please make sure your name is located on the drive.

Attendance: Attendance is required in the course. Absence from the class without prior approval from me will result in a deduction of one letter grade from your final average. Two absences will result in failure.

**Academic Integrity**: Cheating or Plagiarism will result in the minimum of a zero on the assignment and a written report will be filed with Judicial Affairs. Academic dishonesty may also result in the failure of the course. A second reported offense can result in expulsion. For the university policy, see the WCU Student Handbook- Academic Honesty.

**Statement on Accommodations for students with disabilities**: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.
HISTORY 312: THE HEROIC AGE: EARLY MEDIEVAL EUROPE, 400-1000

Spring 2010
Mon & Wed., 6:00 – 7:15
McKee 208

Dr. V. Szabo
Office: 206 C McKee
Phone: 227-3911
E-mail: szabo@email.wcu.edu
Office hours: M-T-W: 2:00 – 3:30, by appointment

This course introduces students to the principal ideas, institutions, events, and people of the early Middle Ages, from the “fall” of Rome to the rise of medieval kingdoms, c. AD 400-1000. Particular attention is paid to the formation of Germanic kingdoms, the synthesis of Mediterranean and Germanic cultures, material culture, and the development of medieval Christianity. Anglo-Saxon England, Frankia, the Holy Roman Empire, and Northern Europe serve as our geographical foci. Students will engage with interdisciplinary primary source materials, including both texts and objects.

Required texts (available at Catamount Bookstore):

- Patrick Geary, Readings in Medieval History, Vol. 1 (rental text – bring this to class every day).

NB: The Wells text, Barbarians to Angels, serves as a basic textbook. However, see me if you feel you need something more comprehensive. I have not assigned a traditional textbook because they are very expensive and because most give only short coverage to the period which we are studying.

Additional Readings: In addition to our Geary sourcebook, which you will bring to class every day, some primary texts for our course will be found online, either on Webcat or at the Internet Medieval Sourcebook, linked on WebCat and URL her): http://www.fordham.edu/halsall/sbook.html. Go to these pages early and print them out - you are expected to bring these readings (very short!) to class, and they are required readings.
A last note on readings: In some weeks, readings will be particularly heavy in this class. Prioritize primary source readings and secondary texts. You are expected to bring all assigned readings to class. Readings from Webcat should be printed out, not simply read online. If you bring a computer to class, you may download the texts instead of printing them. Read carefully, take notes, and be prepared to participate in all class discussions.

COURSE REQUIREMENTS: YOU MUST COMPLETE ALL WORK TO PASS THE COURSE!

- **Analysis papers (15% each; 30% total):** You will complete two short papers, 3-5 pp. apiece, based on two supplemental texts: *End of Empire* and *Beowulf*. Prompts will be provided at least one week before papers are due.

- **Material Culture paper (10%):** 3-5 pp. Based on your analysis of the Staffordshire Hoard, and Childeric’s Grave. Articles, websites, analysis of artifacts and class discussion will provide your source material. See hoard website at: [http://www.staffordshirehoard.org.uk/](http://www.staffordshirehoard.org.uk/)

- **Primary Source Paper (17.5%):** Your research essay will be a primary source analysis paper, 6-10 pages, on a source (written or material) of your choice, selected with approval of instructor. Late papers are only excused with advance notification or excuses from the Dean or the Health center. Late papers will be graded down by a full grade for each day they are late.

- **Midterm Exam (15%):** Your midterm includes a map, short answer or identification terms, and an essay, based on readings, discussions, and lecture materials. Missed exams may only be made up with legitimate excuse from the Dean or the Health Center; in exceptional cases and with advanced notification (when possible), a make-up exam may be scheduled.

- **Final Exam (12.5%):** Similar format as midterm. While IDs and short answers will focus on the second half of the term, essay questions will be comprehensive, addressing broad themes throughout the course.

- **Quizzes and in-class work (5%):** Reading quizzes.

- **Attendance / Discussion (10%):** Regular and on-time attendance is crucial to success in this class. If you must miss a class, notify me in advance when possible, and make arrangements with a classmate to copy notes and to receive assignments. Attendance will be taken regularly, and three or more unexcused absences will be directly detrimental to your grade. Discussion is a regular component of this class, especially discussion of our primary readings. You are expected to complete the assigned readings for each class, and you are expected to contribute to discussion of these readings on a daily basis.
VARIA:

- **Plagiarism and Academic Honesty:** Feel free to consult as many works as you need to in preparing work for class, papers, and exams. Likewise, studying with other students is also acceptable. However, all work that you turn in or present must be your own. Plagiarism and any other form of cheating (submitting the same paper for two courses, “borrowing” from websites, cheating on coursework) will be dealt with in the severest manner possible – failure of the course and referral to the dean or university judicial system for additional disciplinary action. There are no second chances – you will fail the course if you cheat in any way.

- **Accommodations for Students with Disabilities:** WCU is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

- **Classroom Etiquette:** Simple rules of order: drinks allowed, no food. It’s not dinner – it’s class. All electronic devices (ie - phones) must be turned off and put away before entering the classroom and are prohibited altogether during midterms or exams. Don’t text during class – it’s annoying as hell and I will mock you. Classroom etiquette demands courtesy towards all members of the class, students and professor. If you cannot behave in a manner appropriate to the classroom, you will be asked to leave.

THE JUNK THAT THEY MAKE US PUT ON YOUR SYLLABUS:

**P3: History:** This course introduces students to a distinctive body of knowledge in the discipline of history and to the tools of historical inquiry that shape and define it. This course locates people and events in space and time, explaining change and continuity, and the diversity of forces shaping events, institutions, and value systems. The content of this course is of sufficient breadth to convey an understanding of development over time and of sufficient depth to illustrate the complexity of forces that mold events. Students will be engaged in the experience of interpreting the record of the past and drawing their own conclusions. It will fill you with happiness and goodness and make you a better person.
**SCHEDULE OF LECTURES AND READINGS**

- All topics, readings and assignments in the schedule are subject to change, and updated schedules will be distributed if changes are made.
- Readings must be completed prior to class on the day assigned. Web readings or readings from WebCat must be printed out and brought to class, because you will need these primary documents in hand to discuss and analyze them. You are expected to read all assigned texts and be prepared to discuss them in class. Reading notes may be requested by the instructor if any student fails to participate regularly.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>M, 18 Jan.</td>
<td><strong>MLK JR. DAY – NO CLASS</strong></td>
<td></td>
</tr>
<tr>
<td>M, 1 Feb.</td>
<td>Early medieval Europe – villages, trade and cultural synthesis</td>
<td>Wells, Chapters 5, 8, 10</td>
</tr>
<tr>
<td></td>
<td><strong>KELLY PAPER DUE</strong></td>
<td></td>
</tr>
<tr>
<td>W, 3 Feb.</td>
<td>Successor States: Goths and Franks</td>
<td>Wells, Chapter 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geary: Jordanes, History of Goths, pp. 83-117</td>
</tr>
<tr>
<td>M, 8 Feb.</td>
<td>Successor states: Britain, Britons and the early Anglo-Saxons</td>
<td>Wells, Chapter 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geary: Laws of Ethelbert, pp. 221-223</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Additional Information</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>W, 10 Feb.</td>
<td>Christian missionaries, monasteries and barbarian conversions</td>
<td>• Wells, Chapter 11&lt;br&gt;• Geary (3) : Remigius and Avitus to Clovis, pp. 137-138; St. Benedict, Rule for Monasteries, pp. 168-198; Bede, History of the English Church, pp. 224-235&lt;br&gt;• Webcat: Germanic missionaries</td>
</tr>
<tr>
<td>M, 15 Feb.</td>
<td>Merovingians and the growth of Frankia</td>
<td>• Geary (2): Salic Law, pp. 129-136; Gregory of Tours, pp. 139-161&lt;br&gt;• <strong>Primary Source paper topics due</strong></td>
</tr>
<tr>
<td>M, 22 Feb.</td>
<td>Gregory the Great and the rise of the papacy</td>
<td>• Geary: Gregory the Great, Dialogues, pp. 199-220&lt;br&gt;• Handout: Bishops in Barbarian lands</td>
</tr>
<tr>
<td>W, 24 Feb.</td>
<td>Review of Germanic Europe, ca. AD 300-600</td>
<td></td>
</tr>
<tr>
<td>M, 1 Mar.</td>
<td><strong>MIDTERM EXAM</strong></td>
<td></td>
</tr>
<tr>
<td>W, 3 Mar.</td>
<td><strong>MID-TERM BREAK</strong></td>
<td></td>
</tr>
<tr>
<td><strong>EARLY MEDIEVAL ENVIRONMENT AND CULTURE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M, 8 Mar.</td>
<td>The environment, catastrophes, and perceptions of nature in the early Middle Ages</td>
<td>• Start Beowulf, pp. 1-78&lt;br&gt;• AND, choose ONE article from Webcat:&lt;br&gt;  • “Offa’s Dyke between Nature and Culture.”&lt;br&gt;  • “Volcanoes and the Climate Forcing of Carolingian Europe, A.D. 750–950.”</td>
</tr>
<tr>
<td>W, 10 Mar.</td>
<td>The world of Beowulf I</td>
<td>• <strong>Beowulf</strong>, pp. 1-78</td>
</tr>
<tr>
<td>M, 15 Mar.</td>
<td>The world of Beowulf II</td>
<td>• Beowulf, articles: You may read others as you see fit, but you must read these three articles for class discussion.&lt;br&gt;  o Mitchell and Robinson, pp. 79-84&lt;br&gt;  o Frank, 167-181&lt;br&gt;  o Webster, 212-236 (mostly images)</td>
</tr>
<tr>
<td>W, 17 Mar.</td>
<td>On the margins: Beowulf, manuscripts, monsters, foreigners and popular beliefs</td>
<td>• Wells, Chapter 12&lt;br&gt;• Webcat: Staffordshire Hoard readings&lt;br&gt;• Webcat: Childeric article&lt;br&gt;• <strong>BEOWULF PAPER DUE</strong></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading &amp; Handouts</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>M, 22 Mar.</td>
<td>Material Culture of the Heroic world</td>
<td>- Wells, Chapters 9, 12&lt;br&gt;- Webcat: Staffordshire Hoard readings&lt;br&gt;- Webcat: Childeric article&lt;br&gt;- Geary: Tomb of Childeric, 120-128</td>
</tr>
<tr>
<td>W, 24 Mar.</td>
<td>The impact of Islam in the early medieval West: Spain, Italy, Byzantines and Carolingians</td>
<td>- Handout: TBA</td>
</tr>
<tr>
<td>M, 29 – W. 31 Mar.</td>
<td>SPRING BREAK – NO CLASS</td>
<td>- MATERIAL CULTURE PAPER DUE *</td>
</tr>
<tr>
<td>W, 7 Apr.</td>
<td>Carolingian frontiers and the Carolingian Renaissance</td>
<td>- Webcat: Charlemagne’s Elephant&lt;br&gt;- Webcat: Staying the Royal Sword&lt;br&gt;- Handout: Injunction to Monasteries</td>
</tr>
<tr>
<td>M, 12 Apr.</td>
<td>Carolingian disintegration and the arrival of the Vikings</td>
<td>- Webcat: What Caused the Viking Age&lt;br&gt;- Webcat: Networks and nodal points: The emergence of towns in early Viking Age Scandinavia&lt;br&gt;- Webcat: Primary documents on the Viking Age</td>
</tr>
<tr>
<td>W, 14 Apr.</td>
<td>The Viking Age, West and North</td>
<td>- Webcat: The Vikings’ Silent Saga&lt;br&gt;- Webcat: The Settlement of Iceland in Archaeological and Historical Perspective&lt;br&gt;- Webcat: Primary documents on Norse expansion</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>W, 28 Apr</td>
<td>Wrapping up / review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PRIMARY SOURCE PAPER DUE</td>
<td></td>
</tr>
<tr>
<td>M, 3 May</td>
<td>FINAL EXAM, 6:00 – 8:30 PM</td>
<td></td>
</tr>
</tbody>
</table>
HIST 312 – THE HEROIC AGE: EARLY MEDIEVAL EUROPE, 400-1000
SPRING 2010

ANALYSIS PAPERS
Length: 3-5 pages.

Tentative 1) End of Empire, analysis: due in class Mon, 1 Feb.
Due dates: 2) Beowulf analysis: due in class Weds., 17 Mar.

Formatting: See guidelines (later in syllabus)

Content: Your thesis should focus on one clearly defined point, from which you look at the work, the age, the author’s thesis more broadly. Do not try to write about the book as a whole; find some point or argument through which you can make larger comments on the work and its relevance. These papers are meant to be analysis papers rather than book reviews. You may offer criticisms of the book, but not as the ultimate point of the paper. Rather, approach the work as a historian and make arguments relevant to historical knowledge.

You are not expected to do research or outside reading for these papers. They are meant to be a close reading and analysis of individual texts. Furthermore, these are NOT opinion papers and these are NOT summaries. I’ve read the text, so don't simply tell me what it says. Also, don't pass judgment on the author or the period, or tell me what you liked or didn't like - that's not analysis. Finally, for the Beowulf paper, we will also discuss Sutton Hoo in class, so you will have some additional contextual material for that analysis.

Analysis / reading questions will be distributed one week prior to the paper due date; these questions will help guide you through reading and will introduce you to some of the central themes of each book. You may use these questions as the focus of your paper, but the best papers are those which you have designed yourself, based on your interests in each work.
Historians of the premodern world must be adept analysts of many kinds of evidence, especially objects. This paper asks you to analyze objects from one of two archaeological contexts: the Staffordshire hoard or the grave of Childeric. The Staffordshire hoard, discovered in July 2009, is the largest gold hoard in Anglo-Saxon England, including nearly 1700 objects valued at around £4 million. The grave of Childeric was discovered and “excavated” in the 17th century. It is more contextually rooted, somewhat, than the hoard, but many of the objects from the grave have since been lost. Your assignment is to analyze part of the hoard or the grave – or to compare objects from both sites. You can include one object or several, using your chosen assemblage to say something interesting about Anglo-Saxons, Merovingians, early medieval kingship, early medieval material culture, religion, warrior culture, or so forth. Follow the webcat links for both sites and assemblages.

Staffordshire is a hoard, not a burial, so its analysis is perhaps trickier than that for Childeric’s grave. What can you really say about a hoard and its contents? Analysis of Childeric’s grave, for example, is a wholly different exercise, since that deposit was carefully constructed to highlight religion, ritual, power and wealth. A hoard is quickly deposited, usually (we assume) to be later reclaimed.

Your assignment is a 3-5 page essay on the object(s) of your choice. In addition to your analysis, you must include a picture of your object (and no, that does not count towards your minimal pages. Any images which you choose to use must be included in an appendix, not within your text). Remember that objects must be referenced, just like texts. You should do research not only on your object of choice, but other objects or materials like it, including research on use, context, production, and so forth. So - your paper is not simply a description of one object, but an analysis of what that object means in a broader context, both material and historical. Objects can tell us very different stories about people of the past than texts do. So what is the story that your object tells?

Consider the following questions in your analysis. Just as historians automatically ask questions of texts, so too must premodern historians and archaeologists ask a series of basic questions about objects which they study.

- What is the object made of? Is it a composite object made of several materials or a single material? Was it carved, molded, shaped, or otherwise worked?
- When was it made? Where was it made? Was it made for trade or was it produced and used locally?
- Who was it made by, who was it made for? Men's or women's use? Household? Ritual? Public? Private?
- How was it used? How long was it used? Did it have more than one function over the course of its life?
- Is it decorated? If so, with what? What is the meaning of the iconography, inscription, or design? Is the design somehow intrinsic to the form of the item? Is the item meaningful and useful without design?
HIST 312 – THE HEROIC AGE: EARLY MEDIEVAL EUROPE, 400-1000
SPRING 2010

PRIMARY SOURCE ANALYSIS PAPER
All components of the research assignment must be included in the final paper submission, so be sure to retain all work for your final paper!

ASSIGNMENTS:
1) Topic proposal – due Mon., 15 Feb., in class
   a. Provide three documents or sources that you are considering researching
   b. Explain why each document is worthy of additional research
   c. You may not propose to study Beowulf, as this will be read in class.

2) Annotated Bibliography and Paper Proposal – due Mon., 12 Apr. in class
   a. Include 2 page proposal – convince the reader why research on this source is necessary.
      The proposal requires a statement of purpose or clearly stated focus for this document.
   b. Annotated bibliography including an edition of your primary source (hard copy, not online),
      and at least one current book, one current journal article. In addition to these three
      sources, include two additional sources (books or journal articles), for a total of five
      sources.

3) Final Draft – due Mon., 28 Apr. in class
   a. At least 6-10 pp.
   b. Include all other work done for the paper (assignments 1 and 2 above) in this final
      submission.

Assignment:
Your primary source paper will focus on some source – written or material – from ca. AD 400-1000.
The source should be from the medieval Western world; see me if you have questions on what this
encompasses. Likewise, see me if you have trouble getting started.

How do you begin? Think of what interests you the most in other areas of history that you have
studied, and you’ll find the same ideas or subjects in the early Middle Ages, for the most part. So –
agriculture, environment, gender, families, politics, economy, military, travel, seafaring, biography,
science, arts, literature, and so forth. Once you have chosen a topic, try to find a primary source that
matches your interest. Perusing the Internet Medieval Sourcebook, for example, is one way to locate a
source. Unfortunately, it is often the case that some of the most interesting topics have few or no
available resources, especially in the “Dark Ages.” You can use the Internet as a starting point, but not
for your primary research tool (a good resource for introduction to primary documents, and for
secondary articles in online academic journals).
**REMINDER: Final Paper requirements / points to remember:**

- Your topic should fall within the period of AD 400 – 1000. All sources must be approved by the instructor. Some latitude is permissible in respect to chronology, but this too must be discussed with the instructor prior to submission of any work on the paper.

- *Analyze your source* – don’t just repeat what your source says. Tell me something NEW about that source. Interpretation is much more important than repetition.

- Your final bibliography MUST include a minimum of eight sources, including both books and journal articles. Internet sources may be used only with approval by the instructor. Papers using internet sources that have not been approved by the instructor will be graded down a full grade for each internet source used. Online versions of academic journals (Archaeological Journal; Classical Quarterly; Bryn Mawr Classical Review, etc) are acceptable.

- **CITE YOUR SOURCES.** If you borrow someone’s words, cite the source. Every semester, students fail courses (note – not just assignments / papers, but courses!) and face severe academic punishment for failing to cite sources. More often than not, plagiarism is accidental – notes are taken and not adequately cited, which then end up in the body of a paper (this is especially common when web sources are used!). Ensure that you cite sources when you borrow someone’s ideas or interpretations. If in doubt, cite the source. See me if you’re unsure about what, how, or when to cite.

**Getting Started:**

Need help? Your best resource is visiting your instructor for help in getting started or in finding sources. Also, visit the Hunter Library Reference Desk. You’ll find knowledgeable folks who know the library inside and out. They can direct you to research guides, journals, and books to get you started. You can also visit the library web page for useful pointers on getting started.

Some good journals include *Early Medieval Europe, Speculum, The Heroic Age* (online journal), *Journal of Early Christian Studies*, and the *Journal of Roman Studies*, among others.

Some academic websites relevant to the Early and later Middle Ages:

- The Internet Medieval Sourcebook: [http://www.fordham.edu/halsall/sbook.html](http://www.fordham.edu/halsall/sbook.html)
- Labyrinth (Georgetown Univ): [http://labyrinth.georgetown.edu/](http://labyrinth.georgetown.edu/)
- Perseus Project (more for Classical Antiquity, but some late Antique / early medieval relevance): [http://www.perseus.tufts.edu/hopper/](http://www.perseus.tufts.edu/hopper/)
- Cornell University Library’s Early Medieval Reference page – probably for a class – very useful. [http://www.library.cornell.edu/olinuris/ref/hist269.html](http://www.library.cornell.edu/olinuris/ref/hist269.html)

Finally, see the Writing Center web pages or visit the Writing Center for help with annotating a bibliography, with appropriate formatting for different sources, etc. [http://www.wcu.edu/WritingCenter/index.asp](http://www.wcu.edu/WritingCenter/index.asp)
HIST 312 – THE HEROIC AGE: EARLY MEDIEVAL EUROPE, 400-1000
SPRING 2010

PAPER REQUIREMENTS AND GUIDELINES

AN 300-LEVEL HISTORY PAPER WILL:

• use primary sources.
• demonstrate analysis and synthesis, not merely summary and simple observation
• follow Turabian format.
• avoid opinion and favor analysis.
• engage w/ academic debates and contrasting views of historians.
• use a minimum of eight sources, including scholarly journals and books.
• use the most current materials.
• use websites only for databases and primary source materials.
• be proofread, not merely spell-checked, and will be completed in multiple edited drafts.
• include a title.

AN UPPER-LEVEL HISTORY RESEARCH PAPER WILL NOT:

• plagiarize.
• summarize.
• use uncritical or non-academic websites.
• be submitted in more than one class (in the same or later semesters).

FORMATTING AND DOCUMENTATION FOR ALL PAPERS!

• Every paper must be typed, double-spaced, and printed in black ink.
• Every paper must be stapled, with numbered pages.
• Every paper, unless otherwise stated, must meet stipulated minimum / maximum page lengths.
  Papers not meeting or exceeding page requirements will be returned for revision (and are subject to late paper reductions).
• Your name, course information, and your paper title must be included on the first page or on a separate cover page.
• Your paper should have 1" margins, and be typed in a reasonable font (10-12)
• All papers must include source quotations, which MUST BE CITED in footnotes or endnotes.
• Also include a bibliography (fine if included at bottom of final page).
• Papers making use of the web will receive grade reductions, one grade per internet reference.
• All papers must be submitted to the instructor on the due date in hard copy, not emailed, not on disk, and not promised to be delivered later. Do not ask for favors.

LATE PAPER POLICY:
• Any paper not submitted by the end of the class period will be considered a late paper.
• Thereafter, every day (including weekends) that the paper is late, the grade will be lowered by one full grade. After three days, no late papers will be accepted.
WHAT IS PLAGIARISM?
Plagiarism and any other form of cheating in my classes will be dealt with in the severest manner possible, without exception - failure of the course and referral to the university judicial system.

The History Department’s definition of plagiarism: anything you could not have written without the source open in front of you.

This includes:
- Word-for-word cutting and pasting of original source, with no quotation marks and no attribution
- Word-for-word cutting and pasting with attribution but no quotation marks
- Word-for-word cutting and pasting with quotation marks but no attribution
- Snipping of juicy and/or otherwise distinctive phrases with no quotation marks and no attribution
- Close paraphrases of substantial length in which selected words have merely been replaced by common synonyms
- Sections of prose which have been reasonably well paraphrased but which parallel the original source in structure (that is, there is a sentence-for-sentence congruence, in which your sentences differ from those of the original but express substantially the same ideas in the same order for more than a sentence or two)

HOW TO AVOID PLAGIARISM:
- When taking notes from sources, be sure to use quotation marks and include page numbers, in your notes, to ensure that you do not accidentally borrow direct language.
- Avoid the web. Do not use the web as a research source. Do not be tempted to cut and paste from a website. Even pictures or maps downloaded from the web and used without attribution are considered plagiarism.
- Learn what plagiarism is. Cite frequently. When in doubt, cite and / or ask your instructor.
- Visit the Writing Center. They too can offer advice on writing and note-taking that may help you avoid accidental borrowing.
- Prepare. Research early. Write early. Don’t put yourself in a position where you are tempted to take the “easy” way out.

Thanks to Dr. Gael Graham for creating these guidelines to plagiarism.
STUDENT INFORMATION
Note that this information is for instructor use only and will not be shared.

Name: ____________________________________________

I prefer to be called: __________________________________

Email (that I use): __________________________________

Phone: ____________________________________________

Major / Year:

Previous History coursework?

Disabilities / Conflicts (please inform me of any reasons which might cause you to routinely miss class (such as military, athletics, child-care, long commute) - note that official disabilities requiring assistance in class / test-taking must be reported to Student Services).

Anything else I should be aware of??
This course introduces students to major themes, including ideas, institutions, events and people, of high and late medieval Europe, ca. AD 1000-1500. Through daily discussion of primary and secondary sources, and independent research, students explore primary issues and personal interests in the medieval world.

**REQUIRED TEXTS (AVAILABLE AT UNIVERSITY BOOKSTORE; in order of use):**
- Patrick Geary, *Readings in Medieval History, Third Edition (Rental Text)*
- Jonathan Riley-Smith. *What were the Crusades?*
- Michael Clancy, ed. *The Letters of Abelard and Heloise*
- John Hatcher. *The Black Death, A Personal History*

**RECOMMENDED TEXT:**
- C. Warren Hollister. *Medieval Europe: A Short History.*

If you have never studied European history, you should consider purchasing the recommended text or, as a cheaper alternative, find a decent Western Civilization textbook to supplement lecture and discussion (I can recommend some alternate texts).

**Additional Readings:** In addition to our Geary sourcebook, which you will bring to class every day, some primary texts for our course will be found online, either on WebCat or at the Internet Medieval Sourcebook, linked on WebCat and URL her): [http://www.fordham.edu/halsall/sbook.html](http://www.fordham.edu/halsall/sbook.html). Go to
these pages early and print them out - you are expected to bring these readings (very short) to class, and they are required readings.

A last note on readings: In some weeks, readings will be particularly heavy in this class. Prioritize primary source readings and secondary texts. You are expected to bring all assigned readings to class. Readings from WebCat should be printed out, not simply read online. If you bring a computer to class, you may download the texts instead of printing them. Read carefully, take notes, and be prepared to participate in all class discussions.

COURSE REQUIREMENTS:

- All work must be submitted in hard copy. No emails, no disks, no favors, no exceptions.

- **Analysis Papers (45%)**: You will complete three analysis papers, 3-5 pp. apiece, on the following supplemental texts: 1) William Melczer’s *Pilgrim’s Guide to Santiago*; 2) Jonathan Riley-Smith’s *What were the Crusades*; and 3) John Hatcher’s *The Black Death*. Late papers will be graded down by one full grade for each day they are late; after three days, papers will not be accepted.

- **Primary Source Paper (15%)**: 6-10 pp.. See syllabus for relevant due dates. Your term paper focuses on a primary source (material or textual) from medieval Europe, ca. AD 1000-1500, selected with approval of instructor. Your paper will scrutinize your source and argue some thesis, based on your close-reading of your chosen text. You can focus on the author, the source as a whole, its historical context, or any specific aspect of that text. Independent research will be required for this paper, although we will spend some time in class discussing basic research strategies and document / material analysis.

- **Midterm and Final Exams (25%)**: Midterm is based on readings, discussions, and lecture materials. Final exam is similar format to midterm (essay, short answers) plus comprehensive essay question. Missed exams may only be made up with legitimate excuse from the Dean or the Health Center; in exceptional cases and with advanced notification (when possible), a make-up exam may be scheduled.

- **In-class quizzes / assignment (5%)**: In-class assignments, TBA.

- **Attendance / Discussion (10%)**: Regular and on-time attendance is crucial to success in this class. If you must miss a class, notify me in advance when possible, and make arrangements with a classmate to copy notes and to receive assignments. Attendance will be taken regularly, and three or more unexcused absences will be directly detrimental to your grade. Discussion is a regular component of this class, especially discussion of our primary readings. You are expected to complete the assigned readings for each class, and you are expected to contribute to discussion of these readings on a daily basis.

VARIA:

- **Plagiarism and Academic Honesty**: Feel free to consult as many works as you need to in preparing work for class, papers, and exams. Likewise, studying with other students is also acceptable. However, all work that you turn in or present must be your own. Plagiarism and any other form of cheating (submitting the same paper for two courses, “borrowing” from websites, cheating on coursework) will be dealt with in the severest manner possible - failure of the course and referral to
the Department Head and the University Academic Integrity Board for additional disciplinary action. There are no second chances – you will fail the course if you cheat in any way.

- **Accommodations for Students with Disabilities**: WCU is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

- **Classroom Etiquette**: Simple rules of order: drinks allowed, no food. It’s not dinner – it’s class. All electronic devices (ie - phones) must be turned off and put away before entering the classroom and are prohibited altogether during midterms or exams. Don’t text during class – it’s annoying as hell and you may be asked to leave if you are a repeat offender. Computers may be used in the classroom, but for reading and note-taking only; other uses of computers will result in reduced attendance / participation grades. Classroom etiquette demands courtesy towards all members of the class, students and professor. If you cannot behave in a manner appropriate to the classroom, you will be asked to leave.

**THE JUNK THAT THEY MAKE US PUT ON YOUR SYLLABUS:**

**P3: History**: This course introduces students to a distinctive body of knowledge in the discipline of history and to the tools of historical inquiry that shape and define it. This course locates people and events in space and time, explaining change and continuity, and the diversity of forces shaping events, institutions, and value systems. The content of this course is of sufficient breadth to convey an understanding of development over time and of sufficient depth to illustrate the complexity of forces that mold events. Students will be engaged in the experience of interpreting the record of the past and drawing their own conclusions. It will fill you with happiness and goodness and make you a better person.

**SCHEDULE OF LECTURES AND READINGS**

- All topics / readings / assignments in the schedule are subject to change at instructor discretion. Updated schedules will be distributed in the event of changes (there likely will be changes).
- Readings must be completed prior to class on the day assigned; web readings must be printed out and brought to class.
- You are expected to read all assigned texts and be prepared to discuss them in class. Reading notes may be requested by the instructor if any student fails to participate regularly.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>WebCat: Ralph Glaber, the First Millennium:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WebCat: Foundation charters</td>
</tr>
</tbody>
</table>
### KEY CONCEPTS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
WebCat: Medieval European population estimates |
| R, 2 Sept. | Landscapes and economies, urban and rural | Geary: Domesday Book, pp. 424-431  
Geary: Wharram Percy, pp. 464-466  
WebCat: See also: Wharram Percy online |
WebCat: Monastic life  
WebCat: Popular fears |
Geary: Hugh of Lusignan, pp. 61-66  
Geary: Galbert of Bruges, pp. 67-80 |
| T, 14 Sept. | Everyday life: peasants | WebCat: Aelfric, laborers  
WebCat: Lives of peasants, manorialism |
| R, 16 Sept. | Landscapes, faith, cultural encounters: medieval pilgrimage | Melczer, Pilgrim’s Guide  
**Melczer paper due** |
| T, 21 Sept. | Landscapes, faith, cultural encounters: medieval pilgrimage II | Class discussion - Melczer, Pilgrim’s Guide  
WebCat: Tales of Relics |
| R, 23 Sept. | Putting it all together: High Medieval Europe | Readings TBA  
**Research topics due** |

### CRUSADES

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>T, 28 Sept.</td>
<td>The Crusades I: origins</td>
<td>Riley-Smith, What Were the Crusades? Read all.</td>
</tr>
</tbody>
</table>
| R, 30 Sept. | The Crusades II: views from East and West | Geary: Fulcher of Chartres, pp. 81-91  
Geary: Solomon Bar Simson, pp. 92-99  
Geary: Ibn Al-Athir, pp. 99-103  
Geary: Anna Comnena, pp. 104-114 |
| T, 5 Oct. | The home front, homecomings, and radical extensions of the movement | WebCat: The Children’s Crusade:  
**Riley-Smith paper due** |
Geary: St. Dominic, pp. 152-163 |

### FAITH AND NEW FOUNDATIONS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
Geary: St. Francis, Rule, pp. 144-147  
Geary: Thomas of Cantimpré, pp. 164-166 |
- Research proposals & bibliographies due

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>R, 14 Oct – T, 19 Oct.</td>
<td>FALL BREAK</td>
</tr>
</tbody>
</table>

**FAITH AND NEW FOUNDATIONS, CONT.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>R, 21 Oct.</td>
<td>The medieval university and intellectual life: rabble roused and heretical leanings</td>
</tr>
<tr>
<td></td>
<td><em>Abelard and Heloise – Historia Calamitum</em></td>
</tr>
<tr>
<td>T, 26 Oct.</td>
<td>Gender, faith and high medieval thought: Abelard and Heloise</td>
</tr>
<tr>
<td></td>
<td><em>Abelard and Heloise – Personal Letters</em></td>
</tr>
<tr>
<td>R, 28 Oct.</td>
<td>MIDTERM EXAM</td>
</tr>
</tbody>
</table>

**LATE MIDDLE AGES: AD 1300-1500**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>T, 2 Nov.</td>
<td>The Twelfth Century Renaissance and medieval high culture</td>
</tr>
<tr>
<td></td>
<td><em>WebCat: Courtly Love</em></td>
</tr>
<tr>
<td></td>
<td><em>WebCat: Architecture</em></td>
</tr>
<tr>
<td>R, 4 Nov.</td>
<td>Kingdoms and order</td>
</tr>
<tr>
<td></td>
<td><em>Geary, Magna Carta, pp. 442-459</em></td>
</tr>
<tr>
<td></td>
<td><em>Geary – Otto of Freising, pp. 302-311</em></td>
</tr>
<tr>
<td>T, 9 Nov.</td>
<td>Kingdoms and disorder</td>
</tr>
<tr>
<td></td>
<td><em>WebCat: Outlaws (Eustache the Monk / Hereward the Wake).</em></td>
</tr>
<tr>
<td>R, 11 Nov.</td>
<td>Faith, new beliefs, new frontiers</td>
</tr>
<tr>
<td></td>
<td><em>WebCat: William of Rubruck</em></td>
</tr>
<tr>
<td></td>
<td><em>WebCat: John of Monte Corvino on China, 1305:</em></td>
</tr>
<tr>
<td>T, 16 Nov.</td>
<td>Crisis begins: intolerance and persecution</td>
</tr>
<tr>
<td></td>
<td>*Geary, Jacques Fournier, Records, pp. 198-218</td>
</tr>
<tr>
<td>R, 18 Nov.</td>
<td>The crisis hastened: the Black Death</td>
</tr>
<tr>
<td></td>
<td><em>Hatcher, The Black Death</em></td>
</tr>
<tr>
<td>T, 23 Nov.</td>
<td>The Black Death and the Fourteenth Century</td>
</tr>
<tr>
<td></td>
<td><em>Hatcher, The Black Death</em></td>
</tr>
<tr>
<td></td>
<td><em>Hatcher Paper due</em></td>
</tr>
<tr>
<td>R, 25 Nov.</td>
<td>THANKSGIVING HOLIDAY</td>
</tr>
<tr>
<td>T, 30 Nov.</td>
<td>The Fourteenth Century and medieval reform</td>
</tr>
<tr>
<td></td>
<td><em>WebCat: TBA</em></td>
</tr>
<tr>
<td>R, 2 Dec.</td>
<td>Crisis in the Church</td>
</tr>
<tr>
<td></td>
<td><em>WebCat: The Great Schism</em></td>
</tr>
<tr>
<td>T, 7 Dec.</td>
<td>Crisis, war, and the end of the Middle Ages</td>
</tr>
<tr>
<td></td>
<td><em>Geary: Froissart, Chronicles, pp. 382-407</em></td>
</tr>
<tr>
<td></td>
<td><em>Geary: Trial of Joan of Arc, pp. 408-422</em></td>
</tr>
<tr>
<td></td>
<td><em>WebCat: Johan Nider, writing on Joan of Arc</em></td>
</tr>
<tr>
<td>R, 9 Dec.</td>
<td>Wrapping up and review</td>
</tr>
<tr>
<td></td>
<td><em>Final papers due</em></td>
</tr>
</tbody>
</table>

Wednesday, 15 December **FINAL EXAM, 12:00 – 2:30**
ANALYSIS PAPERS

Length: 3-5 pages.

Tentative

Due dates:
2) Riley-Smith, Crusades: due in class, T, 5 Oct.
3) Hatcher, Black Death: due in class, T, 23 Nov.

Formatting: See guidelines, p. 9.

Content: Your thesis should focus on one clearly defined point, from which you look at the work, the age, the author’s thesis more broadly. Do not try to write about the book as a whole; find some point or argument through which you can make larger comments on the work and its relevance. These papers are meant to be analysis papers rather than book reviews. You may offer criticisms of the book, but not as the ultimate point of the paper. Rather, approach the work as a historian and make arguments relevant to historical knowledge.

You are not expected to do research or outside reading for these papers. They are meant to be a close reading and analysis of individual texts. Furthermore, these are NOT opinion papers and these are NOT summaries. I've read the text, so don't simply tell me what it says. Also, don't pass judgment on the author or the period, or tell me what you liked or didn't like - that's not analysis.

Analysis / reading questions will be distributed one week prior to the paper due date; these questions will help guide you through reading and will introduce you to some of the central themes of each book. You may use these questions as the focus of your paper, but the best papers are those that you have designed yourself, based on your interests in each work.
**HIST 313 – MEDIEVAL EUROPE**  
**FALL 2010**

**PRIMARY SOURCE ANALYSIS PAPER**  
All components of the research assignment must be included in the final paper submission, so be sure to retain all work for your final paper!

**ASSIGNMENTS:**
   a. Provide three documents, structures, objects or sources that you are considering researching
   b. Explain why each source is worthy of additional research
   c. You may not propose to study our primary supplemental texts.

   a. Include 2-page proposal – convince the reader why research on this source is necessary. The proposal requires a statement of purpose or clearly stated focus for this document.
   b. Annotated bibliography including an edition of your primary source (hard copy, not online), and at least one current book, one current journal article. In addition to these three sources, include two additional sources (books or journal articles), for a total of five sources.

   a. At least 6-10 pp.
   b. Include all other work done for the paper (assignments 1 and 2 above) in this final submission.
   c. As this is the last day of class, no late papers will be accepted under any circumstances.

**Assignment:**  
Your primary source paper will focus on some source – written or material – from ca. AD 400-1000. The source should be from the medieval Western world; see me if you have questions on what this encompasses. Likewise, see me if you have trouble getting started.

How do you begin? Think of what interests you the most in other areas of history that you have studied, and you’ll find the same ideas or subjects in the early Middle Ages, for the most part. So – agriculture, environment, gender, families, politics, economy, military, travel, seafaring, biography, science, arts, literature, and so forth. Once you have chosen a topic, try to find a primary source that matches your interest. Perusing the Internet Medieval Sourcebook, for example, is one way to locate a source. Unfortunately, it is often the case that some of the most interesting topics have few or no available resources. You can use the Internet as a starting point, but not for your primary research tool (a good resource for introduction to primary documents, and for secondary articles in online academic journals).
REMINDER: Final Paper requirements / points to remember:

- Your topic should fall within the period of AD 1000 - 1500. All sources must be approved by the instructor. Some latitude is permissible in respect to chronology, but this too must be discussed with the instructor prior to submission of any work on the paper.

- Analyze your source – don’t just repeat what your source says. Tell me something NEW about that source. Interpretation is much more important than repetition.

- Your final bibliography must include a minimum of eight sources, including both books and journal articles. Internet sources may be used only with approval by the instructor. Papers using internet sources that have not been approved by the instructor will be graded down a full grade for each internet source used. Online versions of academic journals (Archaeological Journal; Speculum; Bryn Mawr Classical Review, etc) are acceptable.

- CITE YOUR SOURCES. If you borrow someone’s words, cite the source. Every semester, students fail courses (note – not just assignments / papers, but courses!) and face severe academic punishment for failing to cite sources. More often than not, plagiarism is accidental – notes are taken and not adequately cited, which then end up in the body of a paper (this is especially common when web sources are used!). Ensure that you cite sources when you borrow someone’s ideas or interpretations. If in doubt, cite the source. See me if you’re unsure about what, how, or when to cite.

Getting Started:
Need help? Your best resource is visiting your instructor for help in getting started or in finding sources. Also, visit the Hunter Library Reference Desk. You’ll find knowledgeable folks who know the library inside and out. They can direct you to research guides, journals, and books to get you started. You can also visit the library web page for useful pointers on getting started.

Some journals and academic websites relevant to the Middle Ages:
- Speculum: THE medieval academic journal.
- The Internet Medieval Sourcebook: http://www.fordham.edu/halsall/sbook.html
- Labyrinth (Georgetown Univ): http://labyrinth.georgetown.edu/
- ORB (Online Reference Book for Medieval Studies): http://www.the-orb.net/
- Netserf (get it? Clever, huh?): http://www.netserf.org/
- Perseus Project (more for Classical Antiquity, but some medieval relevance): http://www.perseus.tufts.edu/hopper/

Finally, see the Writing Center web pages or visit the Writing Center for help with annotating a bibliography, with appropriate formatting for different sources, etc. http://www.wcu.edu/WritingCenter/index.asp
HIST 313 – MEDIEVAL EUROPE  
FALL 2010

PAPER REQUIREMENTS AND GUIDELINES

AN 300-LEVEL HISTORY PAPER WILL:
- use primary sources.
- demonstrate analysis and synthesis, not merely summary and simple observation
- follow Turabian format.
- avoid opinion and favor analysis.
- engage w/ academic debates and contrasting views of historians.
- use a minimum of eight sources, including scholarly journals and books.
- use the most current materials.
- use websites only for databases and primary source materials.
- be proofread, not merely spell-checked, and will be completed in multiple edited drafts.
- include a title.

AN UPPER-LEVEL HISTORY RESEARCH PAPER WILL NOT:
- plagiarize.
- summarize.
- use uncritical or non-academic websites.
- be submitted in more than one class (in the same or later semesters).

FORMATTING AND DOCUMENTATION FOR ALL PAPERS!
- Every paper must be typed, double-spaced, and printed in black ink.
- Every paper must be stapled, with numbered pages
- Every paper, unless otherwise stated, must meet stipulated minimum / maximum page lengths.  
  Papers not meeting or exceeding page requirements will be returned for revision (and are subject to late paper reductions).
- Your name, course information, and your paper title must be included on the first page or on a separate cover page.
- Your paper should have 1" margins, and be typed in a reasonable font (10-12)
- All papers must include source quotations, which MUST BE CITED in footnotes or endnotes.
- Also include a bibliography (fine if included at bottom of final page).
- Papers making use of the web will receive grade reductions, one grade per internet reference.
- All papers must be submitted to the instructor on the due date in hard copy, not emailed, not on disk, and not promised to be delivered later. Do not ask for favors.

LATE PAPER POLICY:
- Any paper not submitted by the end of the class period will be considered a late paper.
- Thereafter, every day (including weekends) that the paper is late, the grade will be lowered by one full grade. After three days, no late papers will be accepted.
WHAT IS PLAGIARISM?
Plagiarism and any other form of cheating in my classes will be dealt with in the severest manner possible, without exception - failure of the course and referral to the university judicial system.

The History Department’s definition of plagiarism: anything you could not have written without the source open in front of you.

This includes:
- Word-for-word cutting and pasting of original source, with no quotation marks and no attribution
- Word-for-word cutting and pasting with attribution but no quotation marks
- Word-for-word cutting and pasting with quotation marks but no attribution
- Snipping of juicy and/or otherwise distinctive phrases with no quotation marks and no attribution
- Close paraphrases of substantial length in which selected words have merely been replaced by common synonyms
- Sections of prose which have been reasonably well paraphrased but which parallel the original source in structure (that is, there is a sentence-for-sentence congruence, in which your sentences differ from those of the original but express substantially the same ideas in the same order for more than a sentence or two)

HOW TO AVOID PLAGIARISM:
- When taking notes from sources, be sure to use quotation marks and include page numbers, in your notes, to ensure that you do not accidentally borrow direct language.
- Avoid the web. Do not use the web as a research source. Do not be tempted to cut and paste from a website. Even pictures or maps downloaded from the web and used without attribution are considered plagiarism.
- Learn what plagiarism is. Cite frequently. When in doubt, cite and / or ask your instructor.
- Visit the Writing Center. They too can offer advice on writing and note-taking that may help you avoid accidental borrowing.
- Prepare. Research early. Write early. Don’t put yourself in a position where you are tempted to take the “easy” way out.

Thanks to Dr. Gael Graham for creating these guidelines to plagiarism.

PENALTIES FOR COMMITTING PLAGIARISM IN THIS CLASS:
- Plagiarized work submitted to the University’s Academic Integrity Board
- Failure of assignment and / or class

See the University’s policy on academic integrity here: http://www.wcu.edu/26163.asp
When therefore he was flourishing in this blessed boyhood of his, and had attained to his eighth year [about 1140], he was entrusted to the skinners [furriers] to be taught their craft. Gifted with a teachable disposition and bringing industry to bear upon it, in a short time he far surpassed lads of his own age in the craft aforesaid, and he equaled some who had been his teachers. So leaving the country, drawn by a divine urge he betook himself to the city and lodged with a very famous master of that craft, and some time passed away. He was seldom in the country, but was occupied in the city and sedulously gave himself to the practice of his craft, and thus reached his twelfth year [1144].

Now, while he was staying in Norwich, the Jews who were settled there and required their cloaks or their robes or other garments (whether pledged to them, or their own property) to be repaired, preferred him before all other skinners. For they esteemed him to be especially fit for their work, either because they had learnt that he was guileless and skillful, or, because attracted to him by their avarice, they thought they could bargain with him for a lower price, Or, as I rather believe, because by the ordering of divine providence he had been predestined to martyrdom from the beginning of time, and gradually step by step was drawn on, and chosen to be made a mock of and to be put to death by the Jews, in scorn of the Lord's Passion, as one of little foresight, and so the more fit for them.

For I have learnt from certain Jews, who were afterwards converted to the Christian faith, how that at that time they had planned to do this very thing with some Christian, and in order to carry out their malignant purpose, at the beginning of Lent they had made; choice of the boy William, being twelve years of age and a boy of unusual innocence.

So it came to pass that when the holy boy, ignorant of the treachery that had been planned, had frequent dealings with the Jews, he was taken to task by Godwin the priest, who had the boy's aunt as his wife, and by a certain Wulward with whom he lodged and he was prohibited from going in and out among them any more But the Jews, annoyed at the thwarting of their designs, tried with all their might to patch up a new scheme of wickedness, and all the more vehemently as the day for carrying out the crime they has determined upon drew near; and the victim, which they had thought they had already secured, had slipped out of their wicked hands.

Accordingly, collecting all the cunning of their crafty plots, they found-I am not sure whether he was a Christian or a Jew-a man who was a most treacherous fellow and just the fitting person for carrying out their execrable crime, and with all haste-for their Passover was coming on in three days-they sent him to find out and bring back with him the victim which, as I said before, had slipped out of their hands.

HOW HE WAS SEDUCED BY THE JEWS' MESSENGER
At the dawn of day, on the Monday [March 20, 1144] after Palm Sunday, that detestable messenger of the Jews set out to execute the business that was committed to him, and at last the boy William, after being searched for with very great care, was found. When he was found, he got round him with cunning wordy tricks, and so deceived him with his lying promises....

HOW ON HIS GOING TO THE JEWS HE WAS TAKEN, MOCKED, AND SLAIN....
Then the boy, like an innocent lamb, was led to the slaughter. He was treated kindly by the Jews at first, and, ignorant of what was being prepared for him, he was kept till the morrow. But on the next day, which in that year was the Passover for them, after the singing of the hymns appointed for the day in the synagogue, the chiefs of the Jews... suddenly seized hold of the boy William as he was having his dinner and in no fear of any treachery, and ill-treated him in various horrible ways. For while some of them held him behind, others opened his mouth and introduced an instrument of torture which is called a teazle [a wooden gag] and, fixing it by straps through both jaws to the back of his neck, they fastened it with a knot as tightly as it could be drawn.

But not even yet could the cruelty of the torturers be satisfied without adding even more severe pains. Having shaved his head, they stabbed it with countless thorn-points, and made the blood come horribly from the wounds they made. And so cruel were they and so eager to inflict pain that it was difficult to say whether they were more cruel or more ingenious in their tortures. For their skill in torturing kept up the strength of their cruelty and ministered arms thereto....

Conspiring, therefore, to accomplish the crime of this great and detestable malice, they next laid their blood-stained hands upon the innocent victim, and having lifted him from the ground and fastened him upon the cross, they vied with one another in their efforts to make an end of him....

But while in doing these things they were adding pang to pang and wound to wound, and yet were not able to satisfy their heartless cruelty and their inborn hatred of the Christian name, lo! after all these many and great tortures, they inflicted a frightful wound in his left side, reaching even to his inmost heart, and, as though to make an end of all, they extinguished his mortal life so far as it was in their power. And since many streams of blood were running down from all parts of his body, then, to stop the blood and to wash and close the wounds, they poured boiling water over him.

Thus then the glorious boy and martyr of Christ, William, dying the death of time in reproach of the Lord's death, but crowned with the blood of a glorious martyrdom, entered into the kingdom of glory on high to live for ever. Whose soul rejoiceth blissfully in heaven among the bright hosts of the saints, and whose body by the Omnipotence of the divine mercy worketh miracles upon earth.... [St. William after his death worked many miracles that brought streams of people to his shrine.]

As a proof of the truth and credibility of the matter we now adduce something which we have heard from the lips of Theobald, who was once a Jew, and afterwards a monk. He verily told us that in the ancient writings of his fathers it was written that the Jews, without the shedding of human blood, could neither obtain their freedom, nor could they ever return to their fatherland. [There is no such statement in Jewish law or literature.] Hence it was laid down by them in ancient times that every year they must sacrifice a Christian in some part of the world to the Most High God in scorn and contempt of Christ, that so they might avenge their sufferings on Him; inasmuch as it was because of Christ's death that they had been shut out from their own country, and were in exile as slaves in a foreign land.

Wherefore the chief men and Rabbis of the Jews who dwell in Spain assemble together at Narbonne, where the Royal seed [resides], and where they are held in the highest estimation, and they cast lots for all the countries which the Jews inhabit; and whatever country the lot falls upon, its metropolis has to carry out the same method with the other towns and cities, and the place whose lot is drawn has to fulfill the duty imposed by authority.

HIST 313 – MEDIEVAL EUROPE  
FALL 2010

STUDENT INFORMATION  
Note that this information is for instructor use only and will not be shared.

Name: ____________________________________________________________

I prefer to be called: ______________________________________________

Email (that I use): _________________________________________________

Phone: __________________________________________________________

Major / Year: ____________________________________________________

Previous History coursework?

Disabilities / Conflicts (please inform me of any reasons which might cause you to routinely miss class (such as military, athletics, child-care, long commute) - note that official disabilities requiring assistance in class / test-taking must be reported to Student Services).

Anything else I should be aware of?

A question that you have about the Middle Ages: (not optional)
Fall Semester 2011  
History 317 - Modern International Relations  
Policy Notes and Syllabus

What is the historian trying to do? First, on the most rudimentary level, to find out what happened. Then, at a rather more sophisticated level, to find out how it happened. And, for the intellectually ambitious, why it happened. This is surely the really interesting part of understanding the past. – Bernard Lewis.

Instructor - D. R. Dorondo.  
E-mail Address - dorondo@email.wcu.edu []  
Office Hours - MWF 11:05 AM - 12:00 PM and by appt.

Rental Text:  

Required Supplemental Texts:  
2.) David Mackenzie, A World Beyond Borders: An Introduction to the History of International Organizations (Toronto, 2010).  

Objective: This course has as its goal to acquaint the student thoroughly with major events of international relations in the twentieth century. Particular attention will be paid to:  
*the attempted peace-settlement of 1919;  
*Germany’s resurgence in the interwar period and Nazism’s attempt at global hegemony;  
*the United States’ relations with hemispheric neighbors, particularly between 1898 and 1945;  
*Japan’s efforts to command the politics and economics of the Western and Southern Pacific and the neighboring Asian littoral between 1900 and 1945;  
*the Cold War and collapse of the Soviet bloc.

Methodology: Presentations in the class will consist of discussions by the instructor and class-members of reading assignments contained in The Twentieth-Century World, the required supplemental texts, and occasional handouts (these may be hard-copy or “e-copies” distributed via e-mail).

Grading Requirements:  
- Term-Essay: 20%  
- Mid-Term Exam: 15%  
- Final Exam: 15%  
- Treaty-synopses (4): 10% each = 40%  
- Two (Unannounced) Minor Exams: 5% each = 10%.

ALL IN-CLASS EXAMINATIONS WILL BE WRITTEN IN INK AND IN BLUEBOOKS. HAVE BLANK BLUE BOOKS WITH YOU AT EVERY CLASS MEETING.

TERM-ESSAY SPECIFICATIONS  
1. Essay’s length (minimum of eight pages) does not include title-pages, bibliographies, charts, graphs, etc.  
2. Essay must have a free-standing, properly-formatted title-page.  
3. Essay must have a bibliography.  
4. Essay must have pagination.
5. Essay must have properly-formatted documentation in the form either of endnotes or footnotes. The latter are preferred. Parenthetical notes are not to be used.
6. Essays containing plagiarized material will be assigned a grade of “F.” (Random searches for plagiarized material will be made.) Disciplinary action will also be taken in accordance with the University’s Academic Integrity Policy.
7. While a good narrative is, of course, necessary, the principal objective remains ANALYSIS, ANALYSIS, and ANALYSIS.

TREATY-SYNOPSIS SPECIFICATIONS
1. Two full pages in length.
2. Title and date(s) of treaty to be centered at top of first page.
3. High Contracting Parties (signatory States).
4. Principal terms of treaty (open, secret, renewable, fixed-term, revisable, expandable, etc).
5. Ramifications of treaty. This feature constitutes the bulk of the exercise. It requires the following: ANALYSIS, ANALYSIS, and ANALYSIS.

Writing and Learning Commons (WALC): For assistance with any and all written assignments other than exams, contact the WALC at http://www.wcu.edu/29229.asp

Student Behavior and Academic Honesty Policy and Procedures: For explanation of the University’s standards, see Student Community Ethics at http://www.wcu.edu/8049.asp and, specifically, “The Academic Integrity Policy” at http://www.wcu.edu/26163.asp.

Accommodations for Students with Disabilities: The University is committed to providing equal educational opportunities for students with documented disabilities. Students needing reasonable accommodation must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or via e-mail at lalexis@wcu.edu or via the web at disability.wcu.edu.

Miscellaneous: All class-members will deport themselves properly at all times. All members of the class are also urged, in the strongest terms, to bring dictionaries and thesauri to class and to all examinations.

Class E-mail: All e-mail contact by instructor with members of the class will be via addresses listed in the MyCat class-list.

Syllabus:


Week 2 (29 Aug): Same as for Week 1.

Week 3 (5 Sep): Keylor, Chps 3-4. Europe in the 1920’s and 1930’s. Some of this material will have been covered in the reading for Weeks 1 and 2. Mackenzie, Introduction and Chps 1 & 2. (See also Appendix A). Treaty Synopsis 1 due 9 September.

Week 4 (12 Sep): Same as Week 3.

Week 5 (19 Sep): The United States and the Western Hemisphere, 1900 to 1939. Keylor, Chp 6. Howard and Louis, Part II, Section 11.

Week 6 (26 Sep): Same as Week 5. Treaty Synopsis 2 due 30 September.

Week 8 (10 Oct): Germany’s 2nd Bid for World Domination, 1939-1945; War in Asia and the Pacific, 1941-1945. Keylor, Chp 5. Review also the relevant portions of readings from earlier assignments from Keylor and Howard and Louis. Mackenzie, Chp 3 (See also Appendix B). *13 – 18 OCTOBER – FALL BREAK.*


**BASED UPON PROGRESS, THE FOLLOWING ARE PROVISIONAL. DUE-DATES DEFINITE!**


Week 11 (31 Oct): Same as Week 10.


Week 15 (28 Nov): Closing themes: Europe, the Middle East, and Asia. Keylor, Chps 17, 18, 20, & 22. Howard and Louis, Part III, Section 16; Part IV, Sections 17, 18, 20, & 21; Part V, Sections 26 & 27.

Week 16 (5 Dec): Same as Week 15. **9 DECEMBER – LAST DAY OF CLASSES.**

**10 – 16 DECEMBER – FINAL EXAMINATIONS.**
HISTORY 322: BRITISH HISTORY TO 1603

MCKEE 209
T / R 11:00 – 12:15

Dr. V. Szabo
Office: 206 C McKee
Phone: 227-3911
szabo@email.wcu.edu
Office hours: M-F 1:30 – 2:30 and by appointment.

This course introduces students to the major themes of British history from the first peoples of the Isles through the reign of Elizabeth I. Invaders, urbanism, conquest, colonialism and law are central to our study of the many peoples of Britain, as is the idea of “Britain,” with particular attention paid to the diversity of primary sources available to the premodern historian. Archaeology, Old English poetry, tapestries, charters, chronicles, personal letters and manuscript marginalia shed light on the origins of the nations of the Isles. Through daily discussion of primary sources, written analyses and independent research papers, students will also explore their personal interests in early Britain.

REQUIRED TEXTS (AVAILABLE AT UNIVERSITY BOOKSTORE; in order of use):


Recommended text (Available at University Bookstore or Amazon)

- Morgan, Kenneth O. Oxford Illustrated History of Britain.

A Note on Reading:

- You MUST bring supplemental texts to class for discussion (either books or web-readings).
- Be prepared to participate in all class discussions on supplemental texts; if you do not bring the text and / or if you have not read and cannot contribute to class discussion, you may be asked to leave class and counted absent for the period.
COURSE REQUIREMENTS:

Analysis Papers (45%): You will complete three analysis papers, one for each of our supplemental texts, namely Beowulf, Davies and Duffy. 15% each, 4-5 pages; see syllabus for due dates. Late papers will be graded down by one full grade for each day they are late; after three days, papers will not be accepted. All papers must be submitted to Turnitin.com to receive credit; register NOW. Follow instructions on Turnitin.com; our class ID is 1522213; our class password is Britain.

Research Paper (20%): Due Tuesday, 14 November; 8-10 pp. Your final paper focuses on a topic of your own selection, with instructor approval. Outside research will be required for this short research paper; we will spend some time in class discussing research problems and approaches. This paper will be produced in several stages, as detailed in your research paper guidelines.

Midterm and Final Exam (25%): Midterm is based on readings, discussions and lecture materials. Final exam, scheduled is similar format to midterm plus comprehensive essay. Missed exams may only be made up with legitimate excuse from the Dean or the Health Center; in exceptional cases and with advanced notification (when possible), a make-up exam may be scheduled.

Attendance / Participation / Quizzes / In-class work (10%). Regular and on-time attendance is crucial to success in this course. Once the classroom door is closed, you will not be allowed in late. If you must miss a class, make arrangements with a classmate to copy notes, and to receive assignments / handouts. This is YOUR responsibility, not mine. Participation is key to the success of this class, so come prepared to talk and contribute. Every class will include some discussion of primary texts, and certain days will be devoted entirely to text discussion. If you repeatedly come to class unprepared, without your book or without having read, you will be asked to leave the class (and counted absent). Three unexcused absences are allowed w/out penalty; thereafter, ten points off per absence. Students with six or more absences will fail the course.

Students with Disabilities: Students with documented disabilities are encouraged to speak with the professor at the outset of the semester to make arrangements to meet individual needs.

Submission of work:
- No work may be submitted via email. Do NOT even ask.
- All work must be submitted to the professor in hard copy. No emails, no disks, no favors.
- All work must be submitted to turnitin.com for credit. Due dates same as papers apply for submission to turnitin.com.

Plagiarism and Academic Honesty: All work that you turn in or present must be your own. Plagiarism and any other form of cheating (submitting the same paper for two courses, “borrowing” from websites, cheating on other coursework) will be dealt with in the severest manner possible - failure of the course and referral to the dean or university judicial system for additional disciplinary action, without exception.

Classroom Etiquette: No food, no meals, no tobacco products; behave in a manner appropriate to the classroom. All phones must be turned off and put away before entering the classroom; if your telephone rings during class, you will be counted as absent for the class period. Obviously, texting in class is moronic. Don’t do it. Classroom etiquette demands courtesy towards all members of the class. If you cannot behave in a manner appropriate to the classroom, you will be told to leave.
**SCHEDULE OF LECTURES AND READINGS**

- All topics, readings and assignments in the schedule are subject to change at instructor discretion.
- Readings must be completed prior to class on the day assigned and web readings must be printed out and brought to class. You are expected to read all assigned texts and be prepared to discuss them in class. Reading notes may be requested by the instructor if any student fails to participate regularly. In short – Read and Prepare!!

<table>
<thead>
<tr>
<th><strong>PREHISTORIC AND ROMAN BRITAIN</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>R, 24 Aug</strong></td>
<td>Introduction: geography, chronology, identity - what is Britain?</td>
</tr>
<tr>
<td><strong>T, 29 Aug</strong></td>
<td>From Prehistoric Peoples to Romans: life in Britannia Superior</td>
</tr>
<tr>
<td><strong>R, 31 Aug</strong></td>
<td>The militarized zone: life in Britannia Inferior</td>
</tr>
<tr>
<td><strong>T, 5 Sept</strong></td>
<td>The Others: British, Irish, Celts, Picts</td>
</tr>
<tr>
<td><strong>R, 7 Sept</strong></td>
<td>Decline and withdrawal in post-Roman Britain; the arrival of the Saxons</td>
</tr>
</tbody>
</table>


| **E-reserve** | Vindolanda (skim intro. material; focus on letters) |
| **Handout** | Early Irish / Picts |

<table>
<thead>
<tr>
<th><strong>EARLY TO HIGH MEDIEVAL BRITAIN: SAXONS, PICTS, VIKINGS AND ANGEVINS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T, 12 Sept</strong></td>
<td>Early Christianity, North and South</td>
</tr>
<tr>
<td><strong>R, 14 Sept</strong></td>
<td>Early medieval kings and culture</td>
</tr>
<tr>
<td><strong>T, 19 Sept</strong></td>
<td>Beowulf, Sutton Hoo and Anglo-Saxon culture</td>
</tr>
<tr>
<td><strong>R, 21 Sept</strong></td>
<td>The Heptarchy and its challengers – the Scandinavians arrive</td>
</tr>
<tr>
<td><strong>T, 26 Sept</strong></td>
<td>Vikings North and South</td>
</tr>
<tr>
<td><strong>R, 28 Sept</strong></td>
<td>William and the Normans</td>
</tr>
</tbody>
</table>

| **Past Speaks** | Bede, Conversion, p.12; Daniel to Boniface, p.14; Alcuin, p.15 |
| **E-reserve / Online article** | M. Carver. “An Iona of the East: the early medieval monastery at Portmahomack, Tarbat Ness” *Medieval Archaeology* 48 (2004): 1-30. (find at e-reserves or via Library Periodicals search online; print out and read!) |

| **Map Quiz** |  |
| **Beowulf** | pp. 3-78 (entire poem) |

| **Beowulf** | read two of the following four articles: |
|**J. R. R. Tolkien** | pp. 103-130 |
|**R. Frank** | pp. 167-181 |
|**T. Hill** | pp. 197-211 |
|**L. Webster** | pp. 212-223 |

| **Past Speaks** | ASC, p. 5 |

| **Beowulf paper due** |  |

| **Past Speaks** | Battle of Maldon, p. 7 |
| **Handouts** | Alfred; Saga excerpts |

| **Past Speaks** | William of Poitiers, p. 25 |

| **Quiz – Bayeux Tapestry** |  |
### EARLY TO HIGH MEDIEVAL BRITAIN: SAXONS, PICTS, VIKINGS AND ANGEVINS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>T, 3 Oct.</td>
<td>Post-Conquest: Norman life, culture, law</td>
<td>Past Speaks: Glanville, p. 36; Fulbert, p. 40; ASC: p. 41</td>
</tr>
<tr>
<td>R, 5 Oct.</td>
<td>The Angevins: Henry II</td>
<td>Past Speaks: Gerald of Wales, p. 87</td>
</tr>
<tr>
<td>T, 10 Oct.</td>
<td>Britain and the wider world: kings, popes and other challengers</td>
<td>Past Speaks: Clarendon, p. 71; p. 73; Magna Carta, p. 75; Pope Innocent III, 81; Richard of Devizes, p. 100</td>
</tr>
<tr>
<td>R, 12 Oct.</td>
<td>MIDTERM</td>
<td></td>
</tr>
</tbody>
</table>

### HIGH TO LATE MEDIEVAL BRITAIN

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>T, 17 Oct.</td>
<td>Castle, church and borough: economy and the changing the face of Britain</td>
<td>Davies, First English Empire, Chapters 1-2</td>
</tr>
<tr>
<td>R, 19 Oct.</td>
<td>FALL BREAK – NO CLASS</td>
<td></td>
</tr>
<tr>
<td>R, 26 Oct.</td>
<td>Colonialism, domination and identity II: discussion</td>
<td>Davies, First English Empire, Chapters 3-4</td>
</tr>
<tr>
<td>T, 31 Oct.</td>
<td>Edward I and political innovation</td>
<td>Davies, First English Empire, Chapters 5-7</td>
</tr>
<tr>
<td>R, 9 Nov.</td>
<td>Late medieval England, economic and religious life</td>
<td>Past Speaks: Kempe, 181; Pastons, p. 209</td>
</tr>
</tbody>
</table>

### LATE MEDIEVAL TO REFORMATION BRITAIN

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>T, 14 Nov.</td>
<td>The War of Roses and the rise of the Tudors</td>
<td>Research Papers due</td>
</tr>
<tr>
<td>R, 16 Nov.</td>
<td>Life / Society in Tudor England</td>
<td>Duffy, Voices of Morebath, Chapters 1-2</td>
</tr>
<tr>
<td>R, 23 Nov.</td>
<td>THANKSGIVING HOLIDAY – NO CLASS</td>
<td></td>
</tr>
<tr>
<td>T, 21 Nov.</td>
<td>Henry VIII and religious reform, I</td>
<td>Duffy, Voices of Morebath, Chapters 3-5</td>
</tr>
<tr>
<td>T, 28 Nov.</td>
<td>Henry VIII and religious reform, II</td>
<td>Duffy, Voices of Morebath, Chapters 6-7</td>
</tr>
<tr>
<td>R, 30 Nov.</td>
<td>Elizabeth and the new Empire</td>
<td>Past Speaks: Elizabeth, Speeches, 251, 308</td>
</tr>
<tr>
<td>T, 5 Dec.</td>
<td>READING DAY – NO CLASS</td>
<td>Handouts: TBA</td>
</tr>
<tr>
<td>R, 7 Dec.</td>
<td>Wrapping up / Review</td>
<td></td>
</tr>
<tr>
<td>T, 12 Dec.</td>
<td>FINAL EXAM, 12:00-2:30</td>
<td></td>
</tr>
</tbody>
</table>
HIST 322 – BRITISH HISTORY TO 1603
FALL 2006

ANALYSIS PAPERS

Length: 4-5 pages.

Tentative

Due dates:
- Beowulf analysis – due in class Thursday, 21 September
- Davies, First English Empire – due in class Thursday, 2 November
- Duffy, Voices of Morebath – due in class Thursday, 30 November

Formatting: See guidelines below.

Content:

These short papers analyze a particular aspect of the text or author, based on an argument which you construct. Do NOT attempt to analyze the whole work - this is far too short a paper to do so. Your thesis should focus on *one* finite aspect of the work: the author's language; the social, cultural, political implications of a character or characters; a particular character, chapter or scene in the work; how the work broadly represents its age, and so forth. Consider this a *micro-thesis* paper, since you need to prove or support that thesis within a short three or four pages! I will provide you with reading questions before each paper is due; you may choose to focus on one of these questions, or a question of your own.

You are *not* expected to do research or outside reading for these papers; they are meant to be a close reading and analysis of individual texts. Don’t try to impress me with a litany of outside texts – I want your analysis of the assigned text. Papers using outside sources may be penalized if they don’t show clear reading and analysis of the assigned text! Furthermore, these are NOT opinion papers and these are NOT summaries. I’ve read the text, so don't simply tell me what it says. Also, don't pass judgment on the author or the period, or tell me what you liked or didn't like - that's not analysis.

Analysis / reading questions will be distributed one week prior to the paper due date; these questions will help guide you through reading and will introduce you to some of the central themes of each book. You may use these questions as the focus of your paper, but the best papers are those which you have designed yourself, based on your interests in each work.
HISTORY 322 - BRITISH HISTORY TO 1603
FALL 2006

BRITISH HISTORY: RESEARCH PAPER ASSIGNMENT

Due dates: Due dates may be changed by the instructor, with appropriate notice. NO extensions will be granted without official notice from dean / advisor / health center or physician.

Preliminary assignments:
- Thursday, 5 Oct: Research topics due: include two or three possible topics, and why these topics merit research. Also include one primary source that you will use in your research.
- Tuesday, 24 Oct.: Preliminary thesis and annotated bibliography (minimum 5 sources) - See assignment below

Final Paper:
- Tuesday, 14 Nov.: 8-10 text pp. paper, 8+ source bibliography

Late paper policy: One grade off per day (weekends included!). After three days, no late papers accepted. Papers will not be accepted by email. Hard copies must be submitted for paper to be considered ‘on-time’

Any papers including plagiarized content will receive a failing grade and may result in failure of the course and report to judicial affairs. Do not plagiarize. Visit the writing center or speak to me if you would like additional information on how to avoid plagiarism!

Formatting: Every paper must meet the following requirements:
- Typed and printed in black ink, submitted in hard copy
- 1" margins, reasonable font (10-12), doubled spaced, numbered pages, stapled
- Name, title, course info. and date on first page and / or cover page
- Appropriate / minimum page length
- Quotations and full citations (footnotes or endnotes, no parenthetical citation)
  - Quotations mandatory! Always use your sources as evidence for your argument!
- Images / Maps, if relevant, must be properly numbered and cited (may either be in an appendix or within text, but pictures / maps do NOT contribute to the overall 8-10 pp. minimum).
- Bibliography (even if external sources are not used).
- Turnitin.com submission
- NO WEB SOURCES: Web resources are NOT allowed in your bibliographies without exceptional cause and special permission by the instructor. Papers making use of web resources will be counted off a full grade per website. Learn to use the library! The only permissible web sources are journals from online databases.
**Topic:**
Topos should be discussed with the instructor on an individual basis. This being said, this is your paper so you must choose the topic! Peruse the syllabus, the reader, the optional textbook, your supplemental texts, or even the web for a topic that suits your interests. You can focus on royalty, common life, an event, a site (archaeological/historical – but you cannot do an “archaeological” project, per say… your paper must address the history of a site rather than its excavation), a foreign involvement (crusades, wars in France, involvement with the papacy, etc), an individual, a technology, a concept… whatever. You must focus, though, on Britain—not necessarily all of Britain, but some aspect of history re. Ireland, Scotland, Wales, England. Basic expectations for your research paper include a brief historiographical survey on your subject, focused use of one or more primary documents (depending upon the nature of your topic), and a demonstrated mastery with the basic (and ideally most current) secondary literature.

**Getting Started:**

Need help? Your best resource is the Hunter Library Reference Desk. You’ll find knowledgeable folks who know the library inside and out. They can direct you to research guides, journals, and books to get you started. You can also visit the library web page for useful pointers on getting started. For example:

[http://www.wcu.edu/library/researchref/resguides/history/index.htm](http://www.wcu.edu/library/researchref/resguides/history/index.htm) - the History Research Paper guides. We’re not strictly writing research papers here, but the sources on this page are a great place to start in finding sources.

Also – see the Quick Reference page for useful directions on finding resources: [http://www.wcu.edu/library/researchref/quickref.htm](http://www.wcu.edu/library/researchref/quickref.htm)

Some good journals for our topic include: *English Historical Review, Journal of British Studies, Northern History, Speculum (for medieval history), Journal of Roman Studies*

Finally, see the Writing Center web pages or visit the Writing Center for help with annotating a bibliography, with appropriate formatting for different sources, etc. [http://www.wcu.edu/WritingCenter/index.asp](http://www.wcu.edu/WritingCenter/index.asp)
RESEARCH ASSIGNMENT I: PROPOSAL AND ANNOTATED BIBLIOGRAPHY

Due date: Tuesday, 24 October

Length: 4 pp.

Formatting: See Paper Guidelines, syllabus p. 6 or 9

Assignment: This assignment has two components.

1) A two page (2 pp.) discussion of your topic and presentation of your preliminary thesis.
   - This discussion should include your thesis, a brief synopsis of your topic, historical context / significance and sources.
   - This brief discussion should provide some insight into:
     o what topic you will focus on and why
     o what problems you have had with this research thus far
     o what approach you will take
     o why this topic is important
     o introduce controversial viewpoints of other scholars and how your analysis fits in the debate.

2) A brief annotated bibliography, including at least five sources (2 pp.). You must have at least the following:
   a. a full edition of your primary source.
   b. a scholarly journal article. JSTOR is a great database to use for a starting point. See the Hunter Library Database page to find http://www.wcu.edu/library/finding/articledatabases/historydb.htm
   c. a recent book to help you grasp and analyze your source. If you can’t find a book on your specific source, look for a good scholarly study of a closely related topic.

This bibliography must be annotated – that is, after each full bibliographic entry, include a short paragraph (3-4 sentences should suffice) describing why this source is useful and important to your analysis. This will require you to skim these sources. Do not borrow (ever) from the back of the book or the article synopsis. Skim it. Do not offer me a summary of the obvious. Provide specific reasons why this source is essential.
PAPER REQUIREMENTS AND GUIDELINES

AN UPPER-LEVEL HISTORY RESEARCH PAPER WILL:
- ask original questions and seek original conclusions.
- use primary sources.
- demonstrate analysis and synthesis, not merely summary and simple observation
- follow Turabian format.
- engage w/ academic debates and contrasting views of historians.
- use a minimum of eight sources, including scholarly journals and books.
- use the most current materials.
- use websites only for databases and primary source materials.
- be proofread, not merely spell-checked, and will be completed in multiple edited drafts.
- include a title.

AN UPPER-LEVEL HISTORY RESEARCH PAPER WILL NOT:
- plagiarize.
- summarize.
- avoid opinion and favor analysis.
- use uncritical or non-academic websites.
- be submitted in more than one class (in the same or later semesters).

FORMATTING AND DOCUMENTATION – MANDATORY!
- Every paper must be typed, double-spaced, and printed in black ink.
- Every paper must be stapled, with numbered pages
- Every paper, unless otherwise stated, must meet stipulated minimum / maximum page lengths.
  Papers not meeting or exceeding page requirements will be returned for revision (and are subject to late paper reductions).
- Your name, course information, and your paper title must be included on the first page or on a separate cover page.
- Your paper should have 1" margins, and be typed in a reasonable font (10-12)
- All papers must include source quotations, which MUST BE CITED in footnotes or endnotes.
- Also include a bibliography (fine if included at bottom of final page).
- Papers making use of the web will be returned, ungraded, for revision.
- All papers must be submitted to turnitin.com.
- All papers must be submitted to the instructor on the due date in hard copy, not emailed, not on disk, and not promised to be delivered later. Do not ask for favors.

LATE PAPER POLICY:
- Any paper not submitted by the end of the class period will be considered a late paper.
- Thereafter, every day (including weekends) that the paper is late, the grade will be lowered by one full grade. After three days, no late papers will be accepted.
THE WRITING PROCESS, REVISION AND PROOFREADING


Don’t kid yourself. No one produces a great paper in one draft. Good critical thought and good tight writing are the product of process, not late night inspiration / desperation. Plan ahead and produce your paper in stages, such as:

- initial research: proposal // annotated bibliography
- working thesis statement and outline
- draft one
- draft two
- final draft

Revision is an ongoing process, and it is by no means an easy or automatic process. Revision requires attention to details within your own writing, a knowledge of your own weaknesses as a writer, and most of all, a fresh perspective. The best approach to revision is to allow your work to “sit” for a period of time, preferably a day or so, and then to return to that piece of writing with a bit of distance. Another great strategy is to have someone else read your paper: if you don’t have a friend or neighbor to do this, try the Writing Center. And, you’re always welcome to e-mail me or stop in at office hours to go over tricky passages.

Ask the following questions (from D. Hacker, p. 30):
- Do the introduction and conclusion focus clearly on the main point?
- Are any ideas obviously off the point?
- Can readers follow the overall structure?
- Are ideas ordered effectively?
- Does the paragraphing make sense?
- Are any paragraphs too long or too short?
- Is the supporting material persuasive?
- Which ideas need further development?
- Where might material be deleted?

Proofreading: When you have produced a draft that you feel is complete, you should begin your final proofreading.
- Check paragraph structure and sentence structure. Check transitions. Ensure your introduction and conclusion are pointed, clear and innovative.
- Run a spell check or use your dictionary. Re-read your paper to ensure that you have used the correct word forms and not homonyms!!
- Check for typos and formatting errors.
GENERAL POLICY ON ALL SUBMITTED WORK
When you are asked to prepare graded or ungraded assignments, including papers, short essays, questions, notes, lists or outlines, adhere to the guidelines listed below. Keep in mind that short assignments / essays / questions, etc. are used to facilitate discussion or to demonstrate to me your familiarity with course materials. This work typically serves as a substitute for in-class quizzes, which may and will be a less-desirable alternative if and when requested work fails to produce thoughtful, timely contributions. This work is not designed to be onerous and certainly is not busy-work. Writing two or three questions on a document / text which you have completed, or writing a practice thesis statement or outline will aid you to remember important points / questions. Such work also serves to improve your writing skills, essential to success in college!

SHORT ASSIGNMENT GUIDELINES:
• All requested work must be submitted on time, in class.

• All requested work must be submitted in hard copy, not via email, unless otherwise instructed.

• All requested work must be typed. Handwritten work, submitted on errant scraps of paper, suggests last-minute recall of the assignment, and shows a lack of investment, thought and planning.

• Ensure that any and all work which you submit is neither taken from the web nor plagiarized. Plagiarized material – of any sort – will result in course failure. Use of material taken from the web, even if cited, will result in a grade penalty.

• Failure to submit homework, short assignments, papers and other requested work demonstrates not only a singular disinterest in active thought and participation, but also disregard for the course. Keep track of requested assignments. If you miss a class period, it is your responsibility to ask a classmate or the instructor about missed work. Whenever possible, if you know ahead of time that you will be absent, consult with the instructor on completing work early. Do not assume you can submit requested work late – it will not be accepted!
In order to combat the growing scourge of plagiarism – illegal, stupid, offensive, lazy and just beneath all of us – WCU has recently decided to use Turnitin.com, a plagiarism detection service. All of our papers in this class will be submitted to Turnitin, in order to ensure none of us are using the web for our papers or are using information from other sources in an inappropriate or illegal way.

Your papers must be sent electronically to Turnitin.com before or by the due date. If you fail to submit your paper to Turnitin, your paper will not be graded (awarded a zero), and / or late penalties will be assessed, one grade off per day, until you do submit your paper.

I am happy to help you set up your account, if necessary, but not at the last minute. Set up your account next time you are online; this will save problems down the road.

**TURNITIN.COM INSTRUCTIONS:**
1) Go to www.turnitin.com
2) Click "create a user profile" at the top right of the webpage.
3) Select "Student" for user type. Click the Next button.
4) Enter the course information your instructor has provided:
   - Turnitin class ID: 1522213
   - Turnitin class enrollment password: Britain
   - Click the Next Button.
5) Enter your WCU email address. This will be the ID you will use to login to Turnitin.
   - Click the Next button.
6) Enter a password for your turnitin ID. This password must be 6-12 characters long and must contain at least one letter and one number.
   - Click the Next button.
7) Select a Secret Question and provide a Secret Question Answer to use if you forget your password.
   - Click the Next button.
8) Enter your first name, your last name, your country of residence, and your state of residence.
   - Click the next button.
9) Read the user agreement and click "I agree -- create profile".
10) Read the instructions provided and click "end wizard and log in".
11) Optional: If you are a student in more than one Turnitin course, log in to Turnitin and click "enroll in a class" to join a new class.
WHAT IS THE PRICE OF PLAGIARISM?  

When someone steals another's words, the penalties can vary widely. By Karoun Demirjian | Contributor to The Christian Science Monitor

If you've kept up with the publishing industry lately, you've heard of Kaavya Viswanathan. The Harvard sophomore got a $500,000 advance from publishing firm Little, Brown, and Co. for her book, "How Opal Mehta Got Kissed, Got Wild, and Got a Life." But her own life took a sour turn after she was accused of copying several passages of her novel either directly or indirectly from books by Megan McCafferty, Sophie Kinsella, Meg Cabot, and Salman Rushdie. It's the most high-profile accusation of plagiarism in a recent spate of scandals that have implicated a variety of figures in a variety of fields.

Last week, Raytheon CEO William Swanson endured public embarrassment and a pay cut when he was outed for copying some of the rules in his book, "Swanson's Unwritten Rules of Management," from Secretary of Defense Donald Rumsfeld, humor columnist Dave Barry, and an obscure World War II-era book by W.J. King. A month ago, researchers from the Brookings Institution in Washington, D.C., unveiled their proof that Russian President Vladimir Putin had copied whole sections of William R. King and David I. Cleland's "Strategic Planning and Policy" in his dissertation. Three years earlier, the newspaper industry had suffered a blow when The New York Times's Jayson Blair was shown to have copied or fabricated dozens of his stories.

Whether in the professional world or the classroom, plagiarism appears to be everywhere. And according to experts, it's on the rise.

"The main reason is the advent of the Internet," says Donald McCabe, a professor at Rutgers University who has studied plagiarism in secondary and higher education for more than a decade. According to his research, 58 percent of high school students admitted to having committed an act of plagiarism in the past year.

"A lot of students in their early education do not get a very good grounding from their instructors about when it's acceptable to use somebody else's material," says Jane Kirtley, who teaches Media Ethics and Law at the University of Minnesota. "There's also a sense among students today that if it's something they can find on the Internet, then by definition, they can use it freely without attributing it to anybody."

The Internet provides plenty of temptations for would-be plagiarists, from essay-writing services to millions of web pages. The easy availability of such resources can cloud judgment and lead to misuse or abuse of information. "On the part of students, there's an eerie logic to justify cheating," says Denise Pope, a lecturer at the School of Education at Stanford University and author. "It's three o'clock in the morning, you're exhausted, you've worked hard ... rather than getting a zero, you'd take your chances with plagiarism."

The problem is even more pronounced among honors students, who often believe they have the most to lose when it comes to grades, Ms. Pope says. "Students believe their parents would be less upset to find out they cheated if they get the A in the end," she says. "They sort of convince themselves that this is what needs to be done, even if it's wrong."

How wrong plagiarism is perceived to be, though, often depends on the immediate consequences. At Evanston Township High School near Chicago, students receive a copy of the school's plagiarism policy at the beginning of each school year. "If they plagiarize a whole paper, they get an F for the semester. If it's just
a major portion, they get an F for the quarter," says Janet Irons, an aide in the English department. All the school's teachers are trained to use Internet plagiarism-detection services like Turnitin.com, which scans papers for similar passages online.

Professor McCabe says that even in high schools without such a protracted policy, F's or suspensions are often standard punishments for plagiarism. But almost half of the teachers he interviewed say they've observed cheating but have not reported it. "It often comes down to 'he said, she said' proof, and that isn't really enough," he explains.

In New Haven, Conn., the Executive Committee at Yale University hears about 35 cases of academic dishonesty per year, according to Jill Cutler, assistant dean and secretary of the committee. Yet the problem is greater than that figure lets on. "There are lots of professors who read a paper, know something is wrong, and decide not to take it up," she says. "Sometimes people think of it as a 'teachable moment.' But it's a lot of work [to make an accusation of plagiarism], and you don't always find sources to prove it happened."

The average punishment for students found guilty of cheating at Yale is a two-semester suspension, Ms. Cutler says. The average punishment is the same at Ms. Viswanathan's institution, Harvard, where the plagiarism policy is outlined in a one-hour lecture during freshman orientation.

But consequences at other campuses vary. Aaron Albert, a freshman who works in the academic dean's office at Washington and Lee University in Lexington, Va., doesn't pause when recalling his school's plagiarism policy. "There's only one punishment for plagiarism here.... If you're accused and convicted of plagiarism, you're dismissed permanently from the school," he says, "People know - if you're gonna plagiarize, you're taking your academic career in your own hands."

At Haverford College in Pennsylvania, which also has an honor code, penalties are recommended by a student Honor Council and can range from suspension or failing grades to more inventive sanctions, such as a public apology or composing an essay about plagiarism. Such remedies and consequences are based on ideals of education and restorative justice, says Joe Tolliver, Haverford's dean of students. "The process is about helping [the student] see the mistake they made and be reinstated into the community," he says.

That type of early recognition can be important, since cheating can have serious financial and even criminal consequences in other areas of life.

"In an academic context, it's really about shame," says Corynne McSherry, an intellectual property attorney in San Francisco and author of "Who Owns Academic Work? Battling for Control of Intellectual Property." "You might be kicked out of your department, or if you're a student, you might get a failing grade. With copyright, you could be taken to court and have to pay damages."

Though plagiarism is not itself a legal offense, many aspects of the act can be construed as copyright infringement, says Glynn Lunney, a law professor at Tulane University. Because anything written is automatically protected by the Copyright Act of 1976, copiers can always be liable for the harm suffered by a person whose work was copied, he says. If an author has a registered copyright, copiers can be liable for legal fees and damages, which range from $750 to $30,000 per work copied. Those fines can rise to $150,000 if the copying is particularly egregious and willfully done.

"Copyright infringement for moneymaking work happens all the time," Mr. Lunney says, adding that the rule is the same whether it's a case like Viswanathan's or Napster's music file-sharing. "That's what all copyright cases are about - it's always in the moneymaking context."

Still, copyright infringement only occurs when one has copied a substantial amount of another's work, says
Rochelle Dreyfuss, a law professor at New York University.

"There's a lot that is not copyrightable, like broad concepts," she says. "Similarly, taking facts is also not taking anything that's not copyrightable. And sometimes, if something's written in a very factual, very stripped-down way, the words might not even be copyrightable."

Copying may also lead to fraud charges - which can carry criminal penalties. "Most publishing contracts have a clause where the purported author of the work promises it's their work," says Lunney. If not, the case can go to a district, or even a federal, attorney.

Yet even in cases that do not reach the courtroom, penalties can be enormous. "Whatever legal remedies are available, at the end of the day, the author's reputation is at stake - and that can be very hard professionally," Lunney says.
(Thanks to Dr. Gael Graham for creating these guidelines to plagiarism)
POLICY NOTES
HISTORY 330 – MODERN GERMANY
FALL 2008

Instructor: Dr. D. R. Dorondo.
Office: 227-C McKee.
Phone: 227-3908.
Electronic Mail: dorondo@wcu.edu
Office Hours: TR 11:00-12:00.

**Adopted Text (Rental):** Holger Herwig, *HAMMER OR ANVIL: MODERN GERMANY 1648 – PRESENT.*


**Course-Objective:** This course acquaints the student thoroughly with the history of Germany in the period from 1870 to the current day. Particular attention is paid to the period of the world wars and the Nazi dictatorship.

**Attendance:** Full attendance is mandatory.

**Examinations:**
There will be two one-hour, essay-only examinations (15%, respectively, of the semester’s grade) as well as a comprehensive Final Examination (30% of the semester’s grade). In each case, members of the class will choose one question from a list provided by the instructor. *All examinations must be written in ink and in Blue Books. Work written otherwise will not be accepted.*

**Map Exercise:**
A map-exercise will be included with the Final Examination. Anyone not successfully completing the exercise will receive an “Incomplete” in lieu of a regular grade until such time as he or she successfully completes the exercise. Members of the class will be expected to place all of the items from the distributed map-list onto the map to be provided for the exercise.

**Term Essay:**
Each member of the class will prepare a term essay (40% of the semester’s grade) on a subject mutually agreed upon with the instructor. All topics must be submitted and approved by the end of Fourth Week. *Any paper whose topic has not been submitted and approved by the end of Fourth Week will automatically be dropped one letter-grade.* The minimum length of the essay will be ten (10) pages, typed and double-spaced, excluding title-page, bibliography, graphs, illustrations, charts, *et cetera.* Standard
academic apparatus – footnotes/endnotes; properly formatted and free-standing title-page; pagination; and bibliography – are required and must follow the format stipulated in Kate L. Turabian, A MANUAL FOR WRITERS OF TERM PAPERS, THeses, AND DISSERTATIONS. Term-essays missing any one of, or any combination of, these items will be assigned a grade of “F.” There are no exceptions. In addition, the automatic- “F” errors noted under the heading of “Examinations” also apply in this case.

Accommodations for Students with Disabilities:
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Kimberly Marcus for more information. Phone: (828) 227-7234; E-mail: kmarcus@email.wcu.edu.

Varia:
- See the Undergraduate Record regarding the University’s Academic Honesty Policy.
- No eating in class.
- No drinking of alcoholic beverages in class.
- No smoking in class.
- No smokeless tobacco usage in class.
- No hats in class for gentlemen.
- No cell-phone usage in class. Students who have children and/or medical conditions are to see the professor for exceptions.
- No audio or video recording of class, except for students with disabilities. See “Accommodations Statement” above.
- No arriving late for class. Students arriving late will not be admitted.
- Proper deportment is expected at all times in the class.

Syllabus:
Weekly assignments will be made, and members of the class are to record them in the spaces below.

Wk 1: Introduction to the course and basic Landeskunde. Herwig: Chapters 4 & 5.

Wk 2: Same as Week 1 plus Chapter 6.


Wk 4: Same as Week 3.


Wk 7: Same as Week 6.

Wk 8: Herwig: 8-12.

Wk 9:

Wk 10:

Wk 11:

Wk 12:

Wk 13:

Wk 14:

Wk 15:
HIST 335: HISTORY OF CAPITALISM

COURSE DESCRIPTION:
This course is about, well, capitalism. More specifically, it is about capitalism as a way of looking at the world (an ideology) and the historical forces that have influenced its origins and development. The course will cover historical events, theories, thinkers, and applications of capitalism from the earliest civilizations to the present day. Today, we are surrounded by the assumptions, controversies, and practices that developed out of and due to capitalism and this course should give you a well-rounded and distinctive perspective on how those forces have shaped and continue to shape our lives.

COURSE OBJECTIVES:
- To critically evaluate the ideology of capitalism
- To trace the historical origins and development of the ideology of global capitalism
- To analyze the major tenets and thinkers surrounding the ideology of capitalism
- To argue for distinctive interpretations of the meaning of capitalism
- To creatively apply the objectives above to the present day

INSTRUCTOR: Laura Cruz, Associate Professor of History
Office: Hunter Library 182
Office Phone: 227-2093       Cell Phone: 828-316-7808
E-Mail: lcruz@email.wcu.edu
Office Hours: Monday 12-3, by appointment, or feel free to stop by
COURSE TEXTS (For Purchase)

NOTE: All readings are either available on Blackboard or for purchase (see above). Each reading includes a worksheet that is designed to help guide your reading. The worksheets will be available on Blackboard (along with most of the readings themselves) under the tab that corresponds to each week.

COURSE ASSIGNMENTS:
Short Papers (3@10 % each) 30%
Multi-Media Project 20%
Mid-Term Examination 15%
Participation 15%
Final Examination 20%

COURSE CALENDAR:
Note: This schedule is subject to change at the discretion of the class and/or the instructor

WEEK 1: Definitions
Mon. Jan 9: Capitalism as Ideology
Wed. Jan 11: What Capitalism is NOT
Reading: Werner Sombart, “Capitalism” available in Blackboard

WEEK 2: Projects
Mon. Jan 16: MLK Holiday-NO CLASS
Wed. Jan 18: Digital Media Projects

WEEK 3: The Market
Mon. Jan 23: Ancient Rome
Wed. Jan 25: Invisible Hand
Reading: Peter Temin, *Market Economy of Ancient Rome* (available on Blackboard)

WEEK 4: Adam Smith
Mon. Jan 20: Laissez-Faire
Wed. Feb. 1: Market Failures
Reading: Adam Smith, Selections (from TWP, pages 55-105)

WEEK 5 Capitalism Across Borders
Mon. Feb 6: Comparative Advantage
Wed. Feb 8: World Development
Reading: David Ricardo, Selections (from TWP, pages 56-106)
WEEK 6: Origins of Capital
Mon. Feb 13: Gold and Silver PAPER 1 DUE
Wed. Feb 15: Mercantilism and Physiocracy
Reading: Karl Marx, Selections (from TWP, pages 159-196, additional readings on Blackboard)
Capitalism, *A Graphic Guide* (pages 46-95)

WEEK 7: Capital investment
Mon. Feb 20: Capitalism and Slavery
Wed. Feb 22: The Corporation
Reading: Eric Williams, *Capitalism and Slavery* (selection available on Blackboard)

WEEK 8: Organization MID-TERM EXAMINATION DUE
Mon. Feb. 27: The Corporation
Wed. Feb. 29: Mid-Term Break-NO CLASS

WEEK 9: Work and Workers
Mon. March 5: Labor Theory of Value
Wed. March 7: Capitalism and Society
Reading: Karl Marx, Selections (from TWP, pages 159-196)

WEEK 10: The Hardwiring of Capitalism
Mon. March 12: Acquisition PAPER 2 DUE
Wed. March 14: Entrepreneurship

WEEK 11: Morality and Rationality
Mon. March 19: Bubbles
Wed. March 21: Fetishes
Reading: Bernard Mandeville, *The Fable of the Bees* (available on Blackboard)

WEEK 12: Capitalism Gone Bad? PAPER 3 DUE
Mon. March 26: Capitalism and War
Wed. March 28: Capitalism and Depression
Reading: John Maynard Keynes (selection), from TWP, pages 264-296.
Capitalism: *A Graphic Guide* (pages 96-124)

WEEK 13: Capitalism Shrinking?
Mon. April 9: Cycles of Change
Wed. April 11: Crumbling Walls
Reading: Joseph Schumpeter, from TWP, pages 297-330)
Capitalism: *A Graphic Guide* (pages 139-171)
WEEK 14: Capitalism Growing?
   Mon. April 16: Globalization
   Wed. April 18: Virtual Capitalism
Reading: Edward Castronova, *On Virtual Economies* (available on Blackboard)

WEEK 15: This is the End?
   Mon. April 23: The End of History?
   Wed. April 25: Conclusion and Review
MULTI-MEDIA PROJECTS DUE
Reading: Francis Fukuyama, *The End of History and the Last Man* (available on Blackboard)

COURSE POLICIES:
Participation: This class uses a highly interactive structure that includes discussions, simulations, and more as an integral part of its environment. I design these activities to help you learn what can be difficult material in the most effective way possible, so your meaningful participation makes a big difference both to you and your fellow students. Participation, therefore, is a large part of your grade (see course assignments, above).

Late Assignments: I will accept late assignments under certain conditions, the most important of which is that you make arrangements with me ahead of time.

Plagiarism: See the University policy below, but in general I have a zero tolerance policy for plagiarism and I reserve the right to fail students who plagiarize their work. My motto? When in doubt, provide citations.

Controversial Material: The course encourages you to think critically and originally about the issues involved, which are often controversial and relate to present-day situations. This will likely mean that there are other students in the course who have ideas that you don’t support. Just as I expect them to respect your opinions, I expect you to respect theirs. I understand that some people are unwilling to do this in some cases, in which case I suggest that this is not the course for you.

UNIVERSITY POLICIES:
*Statement on Accomodation for Students with Disabilities:*
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

*Academic Honesty Policy*
Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. **Cheating**—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
b. **Fabrication**—Intentional falsification of information or citation in an academic exercise.

c. **Plagiarism**—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.

d. **Facilitation of Academic Dishonesty**—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head, and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction.

Letter grades will be assigned according to the following:

**Grading and Quality Point System***

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points per</th>
<th>Grade</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Excellent</td>
<td>4.0</td>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.33</td>
<td>NC</td>
<td>No Credit</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Poor</td>
<td>1.67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Failure</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td></td>
<td>.67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* See Graduate Catalog for the graduate level grading system.

The grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F indicate gradations in quality from Excellent to Failure. Please note that a C- grade is less than satisfactory and many not meet particular program and/or course requirements.

Composition-Condition Marks. A student whose written work in any course fails to meet acceptable standards will be assigned a composition-condition (CC) mark by the instructor on the final grade report. All undergraduates who receive two CC grades prior to the semester in which they complete 110 hours at Western Carolina University are so notified by the registrar and are required to pass English 300 or English 401 before they will be eligible for graduation. This course must be taken within two semesters of receiving the second CC and must be passed with a grade of C (2.0) or better.

Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.
Welcome to History 341, North Carolina History! This course explores the history of North Carolina from the pre-contact period to the present. In this way, it exposes students to the key events, people, places, and themes in North Carolina history. This is important as this course attracts students from the History major and minor, Middle Grades Education, and Liberal Studies. More important than content, we will use the history of the state to explore larger historical themes and questions such as identity, race, class, gender, political and economic power, war and reaction, and commemoration.

Course Objectives: At the end of the course, you will:

a. Understand the causal forces that shaped North Carolina history
b. Understand the key debates about North Carolina history
c. Develop an understanding of the key events, people, and forces in the state’s history
d. Understand the role of geography in shaping North Carolina history
e. Apply the skills of historical research to a topic from this period

Class Presentation: This course will investigate the history of North Carolina through lectures, class discussions, applied research, outside readings, and student research. That means you must come to class prepared, with all assigned readings completed, and responses to discussion questions prepared. Failure to do so will affect your participation grade. **If you fail to come to class prepared, I reserve the right to ask you to leave.**

Blackboard: Additional readings, course assignment sheets, this syllabus, and other course related materials will be available of the course Blackboard webpage. **Check it frequently.** You can log-in at: [https://wcu.blackboard.com](https://wcu.blackboard.com).

Campus Email: Other than face-to-face, I will use your Catamount email as the primary means of class communication. **Check it regularly.** If you do not, you are at risk of missing
deadlines, schedule changes, and the like. Not checking email is not a valid excuse for missed work or deadlines.

**Expectations:** What can you expect of me? I’m here to help you learn. If you need help, let me know, and I’ll do my best to make sure you understand course material and do well in our class. I’ll come to class prepared, grade you as fairly as I can (but remember, I am not infallible), and I’ll try to make our class stimulating, fun, and create an environment in which all can learn. From you, I expect you to take responsibility for learning independently. That means come to class prepared, bring discussion questions to class, participate once you’re there, and dedicate time for our class assignments. If you do those things, you will be successful, and the class will be, too. Let’s work together to have a good class!

**Books:**
- William A. Link, *North Carolina: Change and Tradition in a Southern State*  
  (Rental Text)
- Karen Kupperman, *Roanoke*
- David Cecelski, *The Waterman’s Song*
- William L. Barney, *The Making of a Confederate*
- Timothy Tyson, *Blood Done Sign My Name*

**Book Reviews:** You will read and review four supplementary books (Kupperman, Cecelski, Barney, and Tyson). These reviews will be approximately 500 or so words in length, fit on one single-spaced page, and must conform to generally accepted standards for professional book reviews. The heading should be the standard bibliographical citation in Chicago style. These reviews must strike a balance between summarizing the book’s content, analyzing the author’s argument, and assessing the book’s general readability and importance. Your focus should be on analysis! If you disagree with the author’s thesis, say so! Your challenge is to take these authors to task by giving them each a thorough critique.

**Research Paper:** Provided on a separate handout.

**Late Papers:** Papers are due on the date listed on this syllabus. You will be penalized 20 points for each day the work is late. Late is defined as after class begins on the due date. Emergency exceptions will be handled on a case-by-case basis.

**Exams:** There will be two exams and a final in this course. Exams will be essay in format and the final will be comprehensive. These exams will require you to use material from class discussions, outside readings, and lectures together with your own critical thinking and interpretative skills. **Exams will require blue books. Make up exams will only be given for documented emergencies.**

**Final Exam:** Monday, 12 December 2011 at 3:00

**Attendance:** I expect you to attend class. Class discussion and participation are fundamental aspects of this course, and you cannot be successful if you do not attend.
reserve the right to reduce your participation grade 20 points for each absence beyond two class meetings.

**Academic Honesty:** No form of academic dishonesty (cheating, plagiarism, etc.) will be tolerated. The University Academic Integrity policy, as outlined in the student handbook, will be followed if cases arise. See: [http://www.wcu.edu/26163.asp](http://www.wcu.edu/26163.asp). **Do not copy the work of someone else (even off a website) and turn it in as your own.** Use quotations where appropriate, meaning when you are using words someone else said or wrote. Penalties for such acts range from a zero on the assignment to failure for the course. If you have any questions about what constitutes academic dishonesty, consult the Academic Honesty Policy or contact me as soon as possible. Better safe than sorry!

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office’s website: [http://www.wcu.edu/12789.asp](http://www.wcu.edu/12789.asp)

**Class Rules:**

1. Do the readings prior to coming to class. If you repeatedly come to class unprepared, I reserve the right to ask you to leave. Remember, participation is part of your grade.
2. Turn off all electronic devices before class begins.
3. Do not text in my class. Ever.
4. You may use computer for note taking. However, if I see you on email, Facebook, or any non-class activity, I reserve the right to ask you to leave.

<table>
<thead>
<tr>
<th>Grading:</th>
<th>Grading Scale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Review 1 -</td>
<td>A - 940-1000</td>
</tr>
<tr>
<td>Book Review 2 -</td>
<td>A- - 900-939</td>
</tr>
<tr>
<td>Book Review 3 -</td>
<td>B+ - 870-899</td>
</tr>
<tr>
<td>Book Review 4 -</td>
<td>B - 840-869</td>
</tr>
<tr>
<td>Exam 1 -</td>
<td>B- - 800-839</td>
</tr>
<tr>
<td>Exam 2 -</td>
<td>C+ - 770-799</td>
</tr>
<tr>
<td>Final -</td>
<td>C - 740-769</td>
</tr>
<tr>
<td>Research Paper -</td>
<td>C- - 700-739</td>
</tr>
<tr>
<td>Participation -</td>
<td>D+ - 670-699</td>
</tr>
<tr>
<td></td>
<td>D - 640-669</td>
</tr>
<tr>
<td></td>
<td>D- - 600-639</td>
</tr>
<tr>
<td></td>
<td>F - Below 600</td>
</tr>
</tbody>
</table>

**Note:** The grading scale is based on total points. I reserve the right to adjust grades upward as much as 30 points to reward outstanding improvement, performance, or contributions to class discussions.
Class Schedule

Note: These Assigned Readings are from the Link textbook. I will post additional outside readings on Blackboard. All readings must be completed prior to class each class period.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 August</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td>24 August</td>
<td>How did North Carolina’s geography shape its history and culture?</td>
<td>Preface; pp. 3-8</td>
</tr>
<tr>
<td>26 August</td>
<td>How did North Carolina’s geography shape its history and culture?</td>
<td>Preface; pp. 3-8</td>
</tr>
<tr>
<td>29 August</td>
<td>What forces shaped native American societies? How were societies similar and different?</td>
<td>Chapter 1 BB: Readings 1</td>
</tr>
<tr>
<td>31 August</td>
<td>What forces shaped native American societies? How were societies similar and different? (Cont’d)</td>
<td>Chapter 1 BB: Readings 2</td>
</tr>
<tr>
<td>2 September</td>
<td>What forces led to European exploration and settlement?</td>
<td>Chapters 1 &amp; 2 BB: Readings 3</td>
</tr>
<tr>
<td>5 September</td>
<td><strong>Labor Day Holiday</strong></td>
<td></td>
</tr>
<tr>
<td>7 September</td>
<td>Discussion of Kupperman, Roanoke</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Paper Due</strong></td>
<td></td>
</tr>
<tr>
<td>9 September</td>
<td>What defined the Carolina colony?</td>
<td>Chapters 2 &amp; 3 BB: Readings 4</td>
</tr>
<tr>
<td>12 September</td>
<td><strong>Library Visit (Meet at Hunter Library)</strong></td>
<td></td>
</tr>
<tr>
<td>14 September</td>
<td>What forces shaped colonial development?</td>
<td>Chapters 2 &amp; 3 BB: Readings 5</td>
</tr>
<tr>
<td>16 September</td>
<td>What role did North Carolina play in the Revolution?</td>
<td>Chapter 5 BB: Readings 6</td>
</tr>
<tr>
<td>19 September</td>
<td>What role did North Carolina play in the Revolution? (cont’d)</td>
<td>Chapter 5 BB: Readings 7</td>
</tr>
<tr>
<td>21 September</td>
<td>What social and political forces shaped post-Revolutionary North Carolina?</td>
<td>Chapter 6 BB: Readings 8</td>
</tr>
<tr>
<td>23 September</td>
<td>What themes dictated life in antebellum North Carolina? Which were most powerful?</td>
<td>Chapter 6 BB: Readings 9</td>
</tr>
<tr>
<td></td>
<td><strong>Paper Topics and Annotated Bibliographies Due</strong></td>
<td></td>
</tr>
<tr>
<td>26 September</td>
<td>What themes dictated life in antebellum North Carolina? Which</td>
<td>Chapter 6 BB: Readings 10</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Chapter(s)</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>28 September</td>
<td>How did slavery affect antebellum North Carolina?</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>30 September</td>
<td>Exam</td>
<td></td>
</tr>
<tr>
<td>3 October</td>
<td>Discussion of Cecelski, <em>The Waterman’s Song</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Paper Due</strong></td>
<td></td>
</tr>
<tr>
<td>5 October</td>
<td>How did the state’s economy and politics evolve in the antebellum period?</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>7 October</td>
<td>How did the state’s economy and politics evolve in the antebellum period? (cont’d)</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>10 October</td>
<td>How did North Carolinians interpret and shape the sectional crisis?</td>
<td>Chapters 7 &amp; 8</td>
</tr>
<tr>
<td>12 October</td>
<td>What factors led to North Carolina seceding from the Union?</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>13-18 October</td>
<td><strong>Fall Break</strong></td>
<td></td>
</tr>
<tr>
<td>19 October</td>
<td>How united was North Carolina behind the Confederate government?</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>21 October</td>
<td>How did the war shape life in North Carolina? How did North Carolina shape the war?</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>24 October</td>
<td>How did the war shape life in North Carolina? How did North Carolina shape the war? (cont’d)</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>26 October</td>
<td>Discussion of Barney, <em>The Making of a Confederate</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Paper Due</strong></td>
<td></td>
</tr>
<tr>
<td>28 October</td>
<td>Did Reconstruction reshape North Carolina society? If so, how? If not, why?</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>31 October</td>
<td>Did Reconstruction reshape North Carolina society? If so, how? If not, why? (cont’d)</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>2 November</td>
<td><strong>Advising Day</strong></td>
<td></td>
</tr>
<tr>
<td>4 November</td>
<td>Exam</td>
<td></td>
</tr>
<tr>
<td>7 November</td>
<td>How did industrialization change social and economic realities for North Carolinians? How benefitted? Who were left out?</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>9 November</td>
<td>How did ideas about race shape the state in the late nineteenth and early twentieth centuries? What about ideas of class? (cont’d)</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>11 November</td>
<td>Was North Carolina a progressive</td>
<td>Chapters 13 &amp; 14</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>14 November</td>
<td>Was North Carolina a progressive plutocracy? How progressive was it? Did this force stratify or unite society? (cont’d)</td>
<td>Chapters 13 &amp; 14 BB: Readings 23</td>
</tr>
<tr>
<td>16 November</td>
<td>How did the Great Depression affect North Carolina? How did World War II shape the lives of North Carolinians?</td>
<td>Chapter 15 BB: Readings 24</td>
</tr>
<tr>
<td>18 November</td>
<td>How did World War II shape the lives of North Carolinians?</td>
<td>Chapter 15 BB: Readings 25</td>
</tr>
<tr>
<td>21 November</td>
<td>What themes emerged in postwar North Carolina? Which were most powerful? How did the postwar economy develop?</td>
<td>Chapter 16 BB: Readings 26</td>
</tr>
<tr>
<td>23-27 November</td>
<td>Thanksgiving Break</td>
<td></td>
</tr>
<tr>
<td>28 November</td>
<td>What themes emerged in postwar North Carolina? Which were most powerful? How did the postwar economy develop? (cont’d)</td>
<td>Chapter 16 BB: Readings 27</td>
</tr>
<tr>
<td>2 December</td>
<td>How did the Civil Rights movement evolve in North Carolina? Was North Carolina “progressive” in its approach to civil rights? (cont’d)</td>
<td>Chapter 17 BB: Readings 29</td>
</tr>
<tr>
<td>5 December</td>
<td>Discussion of Tyson, Blood Done Sing My Name Paper Due</td>
<td></td>
</tr>
<tr>
<td>7 December</td>
<td>What forces define modern North Carolina? How have they emerged? Which is most powerful? Which a more powerful force in state history, continuity or change?</td>
<td>Chapters 16 &amp; 18 BB: Readings 30</td>
</tr>
<tr>
<td>9 December</td>
<td>Exam Review</td>
<td></td>
</tr>
</tbody>
</table>
Welcome to HIST 361/593, Latin American History I: Colonial. This course will introduce you to the major issues, forces, and events that shaped colonial Latin America from pre-Columbian times to independence in the 19th century.

This class is an upper-level P3 (History) liberal studies course designed to
- Introduce students to distinctive body of knowledge in the discipline of history and to the tools of historical inquiry that shape and define it;
- Locate people and events in space and time, explaining change and continuity, and the diversity of forces shaping events, institutions, and value systems.
- The content of this course is of sufficient breadth to convey an understanding of development over time and of sufficient depth to illustrate the complexity of forces that mold events. Students will be engaged in the experience of interpreting the record of the past and drawing their own conclusions.

Over the course of the semester, students will learn how to demonstrate the ability to
- Interpret and use numerical, written, oral, and visual data;
- Read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
- Critically analyze arguments;
- Recognize behaviors and define choices that affect lifelong well-being;
- Understand
  - Past human experiences and ability to relate them to the present;
  - Different contemporary cultures and their interrelationships;
  - Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity;
  - Scientific concepts and methods as well as contemporary issues in science and technology;
  - Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding.

Accommodations for Students with Disabilities:
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or lalexis@wcu.edu. You may also visit the office’s website: disability.wcu.edu
Required Books (for 361/593 students):

Text:

Supplementary (in order of use):
Stuart B. Schwartz, *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico*. Bedford/St. Martin’s, 2000. (Listed as “Schwartz” for reading assignment)


HIST 593 students only, Additional books:


NOTE: Used or new supplementary books also may be purchased at various online retailers. One or more copies of each of the HIST 361 supplementary books are on reserve at Hunter Library.

How to Do Well in This Course:
- Read the entire syllabus as it contains valuable information regarding class policies, due dates, assignment details, and exam formats.
- Look on Blackboard for valuable information including detailed assignment instructions, grading rubrics, study guides, etc.
- Attend class on time, or get notes from a classmate.
- Realize that much or all of this material may be new to you. Your textbook will help you make sense of the basics. Read it!
- Write down the outline, map items, key terms and questions at the beginning of class. They will help you focus on the key points and are your pre-study guide for exams.
- This is a reading intensive course. Keep up with all assigned readings, and bring readings and/or notes with you on assigned primary document discussion days.
- Actively participate in class discussion and activities.
- Ask me for help right away if you’re struggling.

General Classroom Policies:
- Come to class on time, and stay in class once you arrive, unless absolutely necessary.
- Turn your cell phone to *vibrate or silent mode*. Texting will not be allowed at any time.
- Do not record class sessions. This is a violation of copyright.
- Notebook computers are not permitted in class.
- During quizzes and exams, your cell phones must be stored out of sight.
- All papers and assignments must be submitted in hard copy; emailed files will not be graded.
- As instructor, I reserve the right to remove from class those who habitually violate these policies, or are not prepared for class discussion.
Attendance and Grading Policies:

- **HIST 361**: I follow the WCU attendance policy, outlined in the student handbook. You are allowed 3 absences without documentation; additional absences will result in a deduction of **10 points per absence** from the participation portion of your grade. Special circumstances and university-related absences must be discussed in advance with the instructor.

- **HIST 593**: As graduate students, your attendance at every class is expected. If you must miss a class, please contact me ahead of time.

- Missed exams may only be made up with legitimate excuse from the Dean or the Health Center. In exceptional cases and with advance notification, a make-up exam may be scheduled. All exams are closed book / closed note.

- **You must provide a hard copy of all papers —NO EXCEPTIONS!** If you can’t make it to class, ask a classmate or friend to give it to me before class starts or drop it in my History Department mailbox (225 McKee). Don’t slide it under my door.

**Academic Honesty:**

*Intellectual honesty is a requirement to pass this course.* Students are expected to know and abide by all regulations regarding academic honesty. Violations of cheating, fabrication, plagiarism, or facilitation of academic dishonesty will be not be tolerated and will face sanctions as described in the Student Handbook, including, and up to, a F for the course. Multiple academic violations could result in expulsion from WCU. Academic dishonesty violations are a part of your permanent record that employers and others, such as future schools, can have access to, according to government regulations. In short, DON’T DO IT!

Not sure what is or isn’t plagiarism—be safe and ask and/or check out the Writing Center’s online plagiarism self-test at [http://www.wcu.edu/11869.asp](http://www.wcu.edu/11869.asp) --an extremely useful resource. When in doubt, cite.

### Assignments & Points:

<table>
<thead>
<tr>
<th>HIST 361</th>
<th>HIST 593</th>
<th>Grading Scale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map Test 100</td>
<td>Map Test 50</td>
<td>A 940-1000 pts</td>
</tr>
<tr>
<td>Midterm Exam 200</td>
<td>Book Reviews (4 @ 100 each)</td>
<td>A- 900-930</td>
</tr>
<tr>
<td>Topic Proposal &amp; Annotated Bibliography 50</td>
<td>Midterm Exam 200</td>
<td>B+ 870-890</td>
</tr>
<tr>
<td>Thesis Statement &amp; Updated Annotated Bibliography 50</td>
<td>Final Exam 250</td>
<td>B 840-860</td>
</tr>
<tr>
<td>Research Paper 250</td>
<td>Participation &amp; Attendance 100</td>
<td>B- 800-830</td>
</tr>
<tr>
<td>Final Exam 250</td>
<td>Total = 1000</td>
<td>C+ 770-790</td>
</tr>
<tr>
<td>Participation &amp; Attendance 100</td>
<td></td>
<td>C 740-760</td>
</tr>
<tr>
<td>Total = 1000</td>
<td></td>
<td>C- 700-730</td>
</tr>
</tbody>
</table>

**Note:** Conditional Composition (CC) grades will be given to students whose written work does not meet course standards.
Description of Assignments:

**HIST 361 & HIST 593, Map Test**: In order to understand the history of Latin America, you must know its geography. You will identify the capitals, and countries of Latin America, along with selected geographical features such as the Andes Mountains and Amazon River. Please refer Blackboard for a sample map and list of geographic items you will need to know. I will show you a sample map test in class.

**HIST 593, Book Reviews (10% each, 40% of final grade)**: 4 book reviews (all books except Schwartz), 4-6 pgs., standard formatting (see above). The review must conform to generally accepted standards for professional book reviews. In essence, this means that the review should briefly address the book’s content (without being a book report) and analyze its thesis, explain how the author’s argument fits into/adds to the existing historiography (even of other areas), and assess the work’s sources (content and the author’s use of these). If you disagree with the author’s thesis, challenge the types of sources used, or anything else; don’t hesitate to make your case! The review should be a thorough critique of the work’s positive and negative attributes. I will give you a sample review to indicate the type of analysis that I am looking for from you.

**HIST 361 & 593, Midterm Exam (20% of final grade)**: Your midterm exam will consist of 3 parts: timeline (from the textbook chronology and identification items), identification (who/what, where, when [ballpark figure as discussed in class], and significance), and essay (drawing on the textbook, supplemental readings, class discussions and lecture). Key terms, and questions posted on the first slide(s) at the beginning of each class serve as your study guide. I will show you a sample exam early in the semester.

**HIST 361, Primary Research Paper (3 components, 5% for topic proposal and annotated bibliography, 5% for thesis statement and updated annotated bibliography, final paper for 25%; total of 35% of final grade)**: To develop your primary research paper, your work will be divided into 3 different, graded components: topic proposal and annotated bibliography, thesis statement and update annotated bibliography, and final draft of research paper. Students will select from among a list of topics, or in consultation with the instructor, choose a topic. The 12-15 page (total) primary research and reflection paper is expected to consult and use (as appropriate) primary sources such as those from the Hunter Library database (e.g. period newspapers, census, etc). You must make an argument and defend it using primary and secondary sources. Do not simply repeat what others have said—this is YOUR original research. You should ask questions and then look for the answers, rather than making a hypothesis and trying to prove/disprove it.

The last 2-3 pgs. of your paper should be reflective in which you react to how your findings supported/conflicted with your initial ideas and opinions on this topic. Explain how your research has changed or strengthened your original opinions/thoughts about your topic. Additional information on the research paper and its separate components will be discussed in class and posted on Blackboard.

**NO online sources, except those in library databases**, may be used for this research paper unless previously cleared with the instructor, although books and/or articles (including those accessed via online databases such as JSTOR or through books.google.com) are acceptable. If you find that an online source is vital to your work, you must send me an email with the link, along the following: an explanation of why you believe the site to be credible, why this material is necessary for your paper, and how you
intend to use it in your paper. To be considered as an acceptable source, a copy of my email response must be attached to your paper when you turn it in.

Paper Format and Guidelines:
- Standard typstyles and font sizes (Times New Roman or similar, font size 10 – 12)
- Double- spaced throughout with 1 inch (maximum) margins
- Page number on all pages
- Stapled
- Proper citations, either footnote or endnote in Turabian or Chicago Manual style. See section on academic honesty above. Citations must be present for any information that does not come from you, including the primary source. See Blackboard for citation style guide information.
- The 2 previous components, along with my comments and your grades, must be included along with the final draft of your research paper.
- To receive a grade, all papers must be submitted in hard copy only. No exceptions!
- More specific instructions and suggestions will be posted on Blackboard.

HIST 361 & 593, Final Exam (25% of final grade): The final exam will cover material since the midterm exam discussed in readings, lectures, and discussions. It will be the same format as the midterm, with the addition of a cumulative essay question. You will be given a detailed study guide in advance, and I will show you a sample final exam in class.

Course Schedule:

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment for both HIST 361 &amp; HIST 593 unless noted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T, Aug 23</td>
<td>The Old World and New World Meet</td>
<td>☻ Burkholder &amp; Johnson, Ch. 1 (Before the Conquest), pgs. 1-33; ☻ Schwartz, Introduction (Civilizations in Conflict), pgs. v-x, 1-28</td>
</tr>
<tr>
<td></td>
<td>R, Aug 25</td>
<td>Iberia, Americas and Africa before Conquest</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Conquest</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Columbian Exchange</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>T, Aug 30</td>
<td>☻ Burkholder &amp; Johnson, Ch. 1 (Before the Conquest), pgs. 33-49; ☻ Schwartz, Ch. 1 (Forebodings and Omens), pgs. 29-39</td>
<td></td>
</tr>
<tr>
<td></td>
<td>R, Sept 1</td>
<td>☻ Burkholder &amp; Johnson, Ch. 2 (Conquest), pgs. 52-60; ☻ Schwartz, Ch. 2 (Preparations), pgs. 40-78 &amp; Ch. 3 (Encounters), 79-99</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>T, Sept 6</td>
<td>☻ Burkholder &amp; Johnson, Ch. 2 (Conquest), pgs. 60-91; ☻ Schwartz, Ch. 4(March Inland), pgs. 100 – 126 &amp; Ch. 5 (Tenochtitlan), pgs. 127-155</td>
<td></td>
</tr>
<tr>
<td></td>
<td>R, Sept 8</td>
<td>☻ Schwartz, Ch. 6 (Things Fall Apart), pgs. 156-181 &amp; Ch. 7 (Siege and Fall), pgs. 182-213</td>
<td>⇒Map Test (in class)</td>
</tr>
<tr>
<td>4</td>
<td>T, Sept 13</td>
<td>☻ Burkholder &amp; Johnson, Ch. 3 (Ruling Empires)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>R, Sept 15</td>
<td>☻ Schwartz, Ch. 8 (Aftermath), pgs. 214-244</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>T, Sept 20</td>
<td>⇒HIST 361: Paper Topic &amp; Annotated Bibliography due</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Notes</td>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>R, Sept 22</td>
<td></td>
<td>Burkholder &amp; Johnson, Ch. 4 (Population and Labor)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>T, Sept 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R, Sept 29</td>
<td></td>
<td>Burkholder &amp; Johnson, Ch. 5 (Production, Exchange and Defense)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>T, Oct 4</td>
<td>Burkholder &amp; Johnson, Ch. 5 (Production, Exchange and Defense)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HIST 593: Perez-Mallaina due</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>⇒ Midterm Exam</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>T, Oct 11</td>
<td>Burkholder &amp; Johnson, Ch. 6 (Social Economy)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HIST 593: Perez-Mallaina due</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HIST 361: Thesis Statement &amp; Updated Annotated Bibliography due</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>⇒ HIST 361: Thesis Statement &amp; Updated Annotated Bibliography due</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No Class – Fall Break</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>T, Oct 18</td>
<td>Burkholder &amp; Johnson, Ch. 7 (Family and Society)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No Class – Fall Break</td>
<td></td>
</tr>
<tr>
<td>R, Oct 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>T, Oct 25</td>
<td>Burkholder &amp; Johnson, Ch. 8 (Living in an Empire)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cook due</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R, Oct 27</td>
<td></td>
<td>Burkholder &amp; Johnson, Ch. 8 (Living in an Empire)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>T, Nov 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R, Nov 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>T, Nov 8</td>
<td>Burkholder &amp; Johnson, Ch. 9 (Imperial Expansion)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>⇒ HIST 361: Primary Research Paper due</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>⇒ HIST 361: Primary Research Paper due</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>HIST 593: Socolow due</td>
<td></td>
</tr>
<tr>
<td>R, Nov 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>T, Nov 15</td>
<td>Burkholder &amp; Johnson, Ch. 10 (Crisis &amp; Revolution)</td>
<td></td>
</tr>
<tr>
<td>R, Nov 17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>T, Nov 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No Class – Thanksgiving Break</td>
<td></td>
</tr>
<tr>
<td>R, Nov 24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>T, Nov 29</td>
<td>Burkholder &amp; Johnson, Ch. 11 (Empire to Independence) &amp; Ch. 12 (Epilogue)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Martinez-Fernandez due</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R, Dec 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>T, Dec 6</td>
<td>TBA</td>
<td></td>
</tr>
<tr>
<td>R, Dec 8</td>
<td></td>
<td>Summary &amp; Review for Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

**Final Exam Date & Time:** Wednesday, December 14  12:00 noon - 2:30 p.m.
Welcome to HIST 362, Modern Latin America. This course will introduce you to the major issues, forces, and events that shaped Latin America from independence in the early 19th century through the 20th century. In particular, we will focus on the transition to independence and the development of the modern Latin American nation. The nations we will focus on include Colombia and Venezuela, Argentina, Mexico, and Cuba.

This class is an upper-level P3 (History) liberal studies course designed to
- Introduce students to distinctive body of knowledge in the discipline of history and to the tools of historical inquiry that shape and define it;
- Locate people and events in space and time, explaining change and continuity, and the diversity of forces shaping events, institutions, and value systems
- The content of this course is of sufficient breadth to convey an understanding of development over time and of sufficient depth to illustrate the complexity of forces that mold events. Students will be engaged in the experience of interpreting the record of the past and drawing their own conclusions.

Over the course of the semester, students will learn how to
- Demonstrate the ability to interpret and use numerical, written, oral, and visual data;
- Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
- Demonstrate the ability to critically analyze arguments;
- Demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being;
- Demonstrate an understanding of
  - Past human experiences and ability to relate them to the present;
  - Different contemporary cultures and their interrelationships;
  - Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity;
  - Scientific concepts and methods as well as contemporary issues in science and technology;
  - Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding.

Accommodations for Students with Disabilities:
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You may also visit the office’s website: http://www.wcu.edu/12789.asp
Required Books:

**Rental Text:**

**Supplementary (in order of use):**
Gabriel García Márquez, *The General in His Labyrinth*. New York: Vintage International, 2003. (Various editions are available, and you may purchase any of them; listed as “García Márquez” for reading assignment)


**NOTE:** Used or new supplementary books also may be purchased at various online retailers. Additionally, several copies are on reserve at the Hunter Library.

Other course materials including detailed assignment information, writing style and grammar sheets, and grading rubrics are available on WebCat. Check it often!!!

Use of WebCat:

WCU is in the process of migrating from WebCT Vista (WebCat) to Blackboard 9 (Blackboard) as our new Learning Management System. When you login to WebCat, you will use your Catamount Account (the first part of your Catamount email address and your password.) After logging in, you will see courses on the right of the page in WebCat and in the center in Blackboard. This course (HIST 362) is being taught in WebCat. Students who need content from WebCat need to request that content by June 1, 2011. For assistance, please call 1-866-374-8144. CLASS TIPS in the Hunter Commons in the basement of Hunter Library can help students as well.

How to Do Well in This Course:
- Attend class,
- Refer often to WebCat for valuable information including detailed assignment instructions, grading rubrics, etc,
- Keep up with all assigned readings, especially the textbook, and bring readings/notes with you on assigned days,
- Actively participate in class discussion and activities,
- Ask me for help right away if you’re struggling,
- Employ good writing skills
  - Use spell and grammar check before turning in your paper,
  - Consider visiting the Writing Center (Hunter Library ground floor, 227-7197)

General Classroom Policies:
- Come to class on time, and stay in class once you arrive, unless absolutely necessary.
- Turn off your cell phone or other electronic messaging devices, unless you must be available for family emergencies. If that is the case, turn it to vibrate or silent mode, and take your call once you have left the room. *Texting will not be allowed at any time.*
- No recording of class. This is a violation of copyright.
- No laptops in class. Please take hand-written notes.
- During quizzes and exams, your cell phones **must** be stored in your bag or backpack.
- All papers and assignments must be submitted in hard copy; electronic files will not be graded.
- As instructor, I reserve the right to remove from class those who habitually violate these policies, or are not prepared for class discussion.
Attendance and Grading Policies:
- I follow WCU’s policy on attendance, as outlined in the catalog. You are allowed up to 4-5 absences without documentation. Additional absences will result in a deduction of 10 points per absence from the participation portion of your grade. Once the 4-5 unexcused absences are used, any further absences will count against your participation grade, no matter the reason, so use them wisely. Special circumstances and university-related absences must be discussed in advance with the instructor.
- Make-up exams (not tests or quizzes) are permitted by prior approval only, and will be administered by appointment.
- Late assignments will be lowered a full letter grade for every day, including weekends, that it is outstanding. I will NOT accept emailed papers—NO EXCEPTIONS! If you can’t make it to class, ask a fellow classmate or friend to deliver it to me before class starts or drop it in my History Department mailbox (225 McKee) —NOT under my office door.

<table>
<thead>
<tr>
<th>Assignments and Points:</th>
<th>Grading Scale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map Test</td>
<td>A</td>
</tr>
<tr>
<td>Chapter Quizzes (12 given, best 10 taken)</td>
<td>A- 900-930</td>
</tr>
<tr>
<td>Newspaper Summary (5 total, 20 pts each)</td>
<td>B+ 870-890</td>
</tr>
<tr>
<td>Historical Background Papers (2 total, 75 pts each)</td>
<td>B 840-860</td>
</tr>
<tr>
<td>Primary Research Paper</td>
<td>B- 800-830</td>
</tr>
<tr>
<td>Final Exam</td>
<td>C+ 770-790</td>
</tr>
<tr>
<td>Participation &amp; Attendance</td>
<td>C 740-760</td>
</tr>
<tr>
<td></td>
<td>C- 700-730</td>
</tr>
<tr>
<td></td>
<td>D+ 670-690</td>
</tr>
<tr>
<td></td>
<td>D 640-660</td>
</tr>
<tr>
<td></td>
<td>D- 600-630</td>
</tr>
<tr>
<td></td>
<td>F Below 600</td>
</tr>
<tr>
<td><strong>Total =</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

Note: Conditional Composition (CC) grades will be given to students whose written work does not meet course standards.

General Paper Format and Guidelines:
- Use standard typestyles and font sizes (Times New Roman or similar font but NOT Courier, font size 10 - 12, for example),
- Double-space with 1 inch margins
- Use proper citations (either footnotes OR endnotes) in Turabian or Chicago Manual style (see section on academic honesty below), even for things when you mention the source in the text. All items that are from a source must be properly cited.
- To receive a grade, all papers must be submitted in hard copy, only. No exceptions!

**Academic Honesty:**
_**Intellectual honesty is a requirement to pass this course.**_ Students are expected to know and abide by all regulations regarding academic honesty. Violations of cheating, fabrication, plagiarism, or facilitation of academic dishonesty will be not be tolerated and will face sanctions as described in the Student Handbook, including, and up to, a F for the course. Multiple academic violations could result in expulsion from WCU. Academic dishonesty violations are a part of your permanent record that EMPLOYERS and others, such as future schools, can have access to, according to government regulations. DON’T DO IT!

**Description of Assignments:**
- **Map Test (10% of final grade):** In order to understand the history of Latin America, you must know its geography. You will be asked to identify the major cities, capitals, and countries of Latin America, along with selected geographical features such as the Andes Mountains and Amazon River.

- **Chapter Quizzes (15% total of final grade):** The history of Latin America is varied from country to country and even within each country. While each nation could easily be an entire course on its own, the rental text provides a good overview of these different histories. A total of 12 weekly chapter quizzes will assess your understanding of these areas and topics. I will take your best 10 of 12 quizzes for grading purposes.
Newspaper Summary (10% total of final grade): To help you become more familiar with the history of Latin America, you are asked to summarize a total of 5 newspaper articles about Latin America. You can choose which Fridays to turn them in before the final deadline listed on the syllabus, each article summary must be submitted the same week it is dated in the original source. For example, if you choose an article dated Saturday, January 16, it must be turned in no later than Friday, January 21. You may choose an article addressing any Spanish or Portuguese-speaking nation, however, you may not choose articles relating to Latin Americans within the United States. The newspapers you may consult are: Miami Herald, New York Times, LA Times, Dallas Morning News, Washington Post, Christian Science Monitor, Wall Street Journal, The Daily Haitian Times (from Haiti—in English), The Tico Times (from Costa Rica—in English), Granma (from Cuba—available in English), or the Buenos Aires Herald (from Argentina—in English). In addition, if you choose, Spanish-language newspapers may also be consulted. Please ask your instructor for suggestions and authorized newspapers.

A document will be available on WebCat to indicate the format you should use in the summary. For each summary, you will be asked to print/copy the article in its entirety, and indicate on your 1-2 page summary the following items: all source information including author, date of article, newspaper name, additional source information (such as page or html address), and keywords. You should use caution to summarize the main points of the article in your own words and not plagiarize or overuse quotes from the original article.

Historical Background Papers (15% of final grade): Based on the articles you summarize, you will choose 2 separate articles and write a total of 2 papers. Each should be a 4-5 page historical background of a topic addressed by your article. You should use only academic books and journal articles, along with your textbook and/or supplementary readings to assist you. Websites must be pre-approved by your instructor before they can be included in your paper. To receive approval, you must email me with the website you would like to consult and explain why this information is credible, and its relevance to your paper. You should then print my response and include it along with your citations and/or bibliography. All papers must include either footnotes or endnotes in Chicago Manual or Turabian style. A link to style guides will be included on WebCat. Deadlines are noted on the syllabus.

Primary Research Paper (20% of final grade): Students will select from among a list of topics, or in consultation with the instructor, choose a topic. The 10-14 page primary research and reflection paper is expected to consult and use (as appropriate) primary sources such as those from the Hunter Library database (e.g. period newspapers, census, etc). You must make an argument and defend it using primary and secondary sources. Do not simply repeat what others have said—this is YOUR original research. You should ask questions and then look for the answers, rather than making a hypothesis and trying to prove/disprove it. The last 2-3 pages of your paper should be reflective in which you react to how your findings supported/conflicted with your initial ideas and opinions on this topic. Describe how your research has changed or strengthened your original opinions/thoughts about your topic. Additional information on this project and its separate components will be discussed in class.

NO online sources, except those in library databases, may be used for this research paper unless previously cleared with the instructor – books and/or articles (including those accessed via online databases such as JSTOR) are acceptable. If a student finds that an online source is vital to their work, you must send me an email with the link, along with an explanation of why you believe the site to be credible, why this material is necessary for your paper, and how you intend to use it in your paper. To be considered an acceptable source, a copy of my email response must be attached to your paper when you turn it in.

Final Exams (20% of final grade): The final exam will cover material discussed in readings, lectures, and discussions. It will contain a short map portion (with areas to be identified discussed in class in advance), and consist of a timeline, identification, and essay questions.

Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading / Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>W, Jan 12</td>
<td>Welcome to HIST 362!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F, Jan 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>M, Jan 17</td>
<td>No Class – Martin Luther King, Jr. holiday</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
<td>---------</td>
<td>-----------</td>
</tr>
<tr>
<td>W, Jan 19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F, Jan 21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>M, Jan 24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W, Jan 26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F, Jan 28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>M, Jan 31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W, Feb 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F, Feb 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>M, Feb 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W, Feb 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F, Feb 11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>M, Feb 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W, Feb 16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F, Feb 18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>M, Feb 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W, Feb 23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F, Feb 25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>M, Feb 28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W, Mar 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F, Mar 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>M, Mar 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W, Mar 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F, Mar 11</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Creating Nations & The Colonial Legacy of Latin America**

--Colombia
--Venezuela
--Peru

Topics Include:
- Colonial Legacies
- Creating Nations
- Simon Bolivar

- Skidmore, Chapters 1 & 2;
  → Chapter Test #1

- Latin American Map Quiz in class

- Skidmore, Chapter 6 pages 151-153, Chapter 7 (Colombia)
  → Chapter Test #2

- Begin Garcia Márquez

- Skidmore, Chapter 8 (Venezuela)
  → Chapter Test #3

- Newspaper Summary due

- Skidmore, Chapter 6 (The Andes)
  → Chapter Test #4

- Finish Garcia Márquez

- Skidmore, Chapter 3 (Mexico)
  → Chapter Test #5

- Begin Beezley

- Skidmore, Chapter 9 (Argentina)
  → Chapter Test #6

- Finish Beezley

- Newspaper Summary due

- Newspaper Summary due

No Class—Spring Break

No Class—Spring Break

No Class—Spring Break

- Skidmore, Chapter 11 (Brazil)
  → Chapter Test #7

- Finish Beezley

- Newspaper Summary due
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
</table>
| M, Mar 14 | **20th Century Latin America:**  
  --Cuba  
  --Chile  
  --Central America  
  
  Topics include:  
  - Cuba: Spain's Ever Faithful Isle  
  - Fulgencio Batista  
  - The Cuban Revolution  
  - Che Guevara |
| W, Mar 16 |  
  - Skidmore, Chapter 5 (Cuba)  
  - Chapter Test #8  
  - Start Symmes |
| F, Mar 18 |  
  - Newspaper Summary due |
| M, Mar 21 |  
  - Skidmore, Chapter 10 (Chile)  
  - Chapter Test #9 |
| W, Mar 23 |  
  - Last Week to submit Newspaper Summary  
  - Newspaper Summary due |
| F, Mar 25 | |
| M, Mar 28 |  
  - Skidmore, Chapter 10 (Central America)  
  - Chapter Test #10 |
| W, Mar 30 |  
  - Finish Symmes  
  - All Historical Background Papers due |
| F, Apr 1 |  
  - Primary Research Paper due |
| M, Apr 4 |  
  - Skidmore, Chapter 12 (Econ. Development)  
  - Chapter Test #11 |
| W, Apr 6 |  
  - No Class -- Break |
| F, Apr 8 |  
  - No Class -- Break |
| M, Apr 11 |  
  - Skidmore, Chapter 13 (Pol. Transformation)  
  - Chapter Test #12 |
| W, Apr 13 |  
  - Skidmore, Chapter 14 (Culture & Society) |
| F, Apr 15 | |
| M, Apr 18 |  
  - Summary & Review for Final Exam |
| W, Apr 20 |  
  - TBA |
| F, Apr 22 |  
  - Summary & Review for Final Exam |
| M, Apr 25 |  
  - Final Exam Date & Time: Monday, May 2 3:00-5:30 p.m. |
What is this class about? Most classes on Asia divide the subject into East Asia (China, Japan, Korea, sometimes Vietnam) and South Asia (India, mostly). This class will focus on the three dominant powers in Asia: China, Japan, and India, with a bit of attention to the Koreas and Vietnam. We will begin by looking at the cultures and worldviews of these countries and then examine the political histories of each from the late 18th century to the present. We will also study the cultures of Asia, particularly as they pertain to gender practices. Since the textbook does a terrible job of incorporating women into the history, all three of our supplemental books will center on women, both in the work force and within their family structures.

That seems like a lot to cover. Can we finetune it a bit? The class will address a series of questions: How did the ancient civilizations of Asia interact with the upstart nations of Europe? How were new nations and nationalities created out of these civilizations? How did the new nations define “tradition” and “modernity,” and what use did they make of these terms and ideas? Is there such a thing as “Asia” or is that a creation of the West? How did ordinary people make sense of their lives throughout this period?

How is this class structured? Most days you will have a reading assignment to complete before class. I strongly encourage you to take notes on what you have read; you will need these for in-class quizzes and for classwork. You will find the textbook both dry and abundantly packed with facts. Work on learning how to distill key points and the most important supporting historical facts and getting these into your notes. Think of this as a discipline (like doing sit-ups) rather than a pleasure; in class we will have the pleasure of working with all of this information as historians do—interpreting, analyzing, and critiquing. I will try to keep lecture to a bare minimum. Sometimes you will work in pairs or small groups, sometimes the class will work all together. We will mix writing, brainstorming, concept-mapping, debate, discussion and any other form of active engagement that occurs to me.

Why is the class set up this way? Most studies show that no matter how exciting or engaging a lecture may be, active participation rather than passive listening stimulates learning. Moreover, I believe that students of history (students of anything, really) should develop their reading, writing, speaking, and critical thinking skills. We can only do so through practice.

What about the supplemental readings? I think you will enjoy Nectar in a Sieve. It is a work of historical fiction, telling a fictional story about what real life was like for the poor in India through much of the 20th century. The other two books are historical monographs—works written by scholars based on primary research. Tsurumi, the historian, uses historical documents, while Kendall, the anthropologist, bases her study
on fieldwork. We will write book reviews of all three books. We will also make substantial use of the Internet History Sourcebooks Project, located at www.fordham.edu/halsall. Look at the top of this home page for links to the East Asian and Indian sourcebooks. You may find it easier to simply google the titles/authors of these pieces. I have given you both of these as well as the URL. See what works best for you. These are primary sources that you will want to print out and bring with you to class.

Tell us more about course requirements. We will have three one-hour exams (each worth 10% of your grade), one final exam (25%), and three book reviews (each worth 10%). The final 15% of your grade will come from quizzes and class participation.

How do you measure participation? Obviously, you have to be in class to participate. Some days I will assign “reporters” to discuss group findings with the class; some days I will pass out your attendance cards and collect them as individuals speak, jotting down “participation points.” On these days, students who participate and turn in their card will need to wait until at least 5 other students have had a chance to participate before speaking again. On still other days I will allow students to participate at will. In other words, participation will be voluntary, random, and solicited in different class sessions. In this way, I hope to encourage maximum participation. If you are painfully shy, please speak to me privately so that we can work out a way for you to participate without having heart palpitations.

What are the expectations for students in this class? Come to class, come prepared (reading done, notes taken, brain on fire to discuss and debate the material). Please turn off and put away cell phones, visit the restroom before class, and eat your lunch somewhere else. Please don’t make me Turn Ugly on any of these issues. Class is short; class is serious; Turn in papers on time, and consult with me if there is a reason that you must miss a class.

Rental Textbook: Rhoads Murphey, A History of Asia (4th Ed.) This is referred to as “History” in the syllabus.

Supplemental books (You must buy these. Feel free to seek out the cheapest alternatives, but have the books when they are due to be read. Keep in mind that the bookstore will return its books about midway through the semester.)

Kamala Markandaya, Nectar in a Sieve
Patricia Tsurumi, Factory Girls: Women in the Thread Mills of Meiji Japan
Laurel Kendall, Getting Married in Korea: Of Gender, Morality, and Modernity

A few other readings will be on electronic reserve through Hunter Library.

Schedule:
Jan. 12: Introduction (no reading)

Jan. 19: No class
Jan. 21: Mughal India (History, ch. 9, pp. 176-188)

Jan. 28: India and the British (History ch. 13, pp. 268-281)

Feb. 4: China and Japan: Two Alternate Trajectories (History, Ch. 14, pp. 308-319; might be helpful to review the Meiji Restoration, pp. 264-288; The Constitution of the Empire of Japan (1889)—read the Oath, Rescript, Preamble, and Chapters 1-3, http://history.hanover.edu/texts/1889con.html)
Feb. 6: 1st hour exam

Feb. 11: Gender and Industrialization (Tsurumi, Factory Girls, chs. 1-5)
Feb. 13: Gender and Industrialization (Tsurumi, Factory Girls, chs. 6-10) 1st book review due in class and via email


Feb. 23: The Impact of WWI (History, ch. 15, pp. 331-334; 342-344; might be helpful to review Japan’s role in WWI, pp. 314-316; “The Imperial Japanese Mission to the United States, 1917, print and read only the first three pages, down to “Gentlemen of Japan, we pledge you our unyielding effort,” at http://www.gwpda.org/wwi-www/japanvisit/JapanC10.htm


Feb. 27: Peasant Life in India (Markandaya, Nectar in a Sieve) 2d book review due in class and via email

[SPRING BREAK]


March 11: Japan’s Bid for Empire (no reading: Film: Japan, 1941-1945)

March 13: 2nd hour exam

March 16: Japan in Defeat (History, ch. 17, pp. 376-382, Emperor Hirohito, Accepting the Potsdam Declaration, Radio Broadcast, http://www.mtholyoke.edu/acad/intrel/hirohito.htm)


March 27: A Vietnamese Family in the Storm (Duong Van Mai Elliott, The Sacred Willow, pp. 273-299, e-reserve)


Apr. 3: Women’s Revolutions in China (no reading: Small Happiness)

Apr. 6: 3rd hour exam

Apr. 8 and 10: Celebration of vernal equinox, Passover, Easter and what have you

Apr. 13: A Red Guard’s Story (Zhai Zhenhua, *Red Flower of China*, pp. 91-100, e-reserve)


Apr. 20: Gender and Modern Korea (Kendall, Getting Married in Korea) 3rd Book Review due in class and via e-mail

Apr. 22: Modern Japan (History, ch. 17, pp. 382-386; “Can Japan Make Bush Go Green?” [http://www.time.com/time/printout/0,8816,1615022,00.html](http://www.time.com/time/printout/0,8816,1615022,00.html) )


**Asia in the 21st Century**


Apr. 29: Review

May 1: Make-up exam (no class for other students)

Final exam: Wednesday, May 7, 8:30-11 a.m.
<table>
<thead>
<tr>
<th>Date</th>
<th>TOPICS</th>
<th>READINGS DUE</th>
<th>ASSIGNMENT Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Jan. 12</td>
<td>Introduction to the Course 1—What We Do—Being A Professional</td>
<td>Tovani, Chpt.1-2</td>
<td>Philosophy of Teaching History Survey</td>
</tr>
<tr>
<td></td>
<td>2—Why We Do It—Why We Teach History (Wineburg, chapter 1 and 9)</td>
<td>Wineburg, Chpt. 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3—How We Do It—How to Teach Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Two: Jan 19</td>
<td>1—Designing a Course—tools, questions, concepts, skills</td>
<td>Wineburg, Chpt. 3 and 9</td>
<td>Pacing Guide—Civics</td>
</tr>
<tr>
<td></td>
<td>2—Why We Teach History/Social Studies, Part II</td>
<td>Tovani, Chpt. 3-4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3—How to Teach Reading</td>
<td>The Power of Their Ideas, Chpt. 1-6</td>
<td></td>
</tr>
<tr>
<td>Week 3: Jan 26th</td>
<td>1—Designing a Course—objectives</td>
<td>Handout—Great Books</td>
<td>Choose a Unit for the End of Course</td>
</tr>
<tr>
<td></td>
<td>2—What Teaching Can Mean</td>
<td>Handout-Objectives</td>
<td>Toolbox—have a list of central concepts,</td>
</tr>
<tr>
<td></td>
<td>3—How To Use Fiction In the Classroom</td>
<td>Power of Their Ideas, 7-10</td>
<td>terms that must be included</td>
</tr>
<tr>
<td>Week 4: Feb. 2</td>
<td>1—Planning Lessons—Knowing Content</td>
<td>hooks, Harpers</td>
<td>How to Use Fiction in the Classroom</td>
</tr>
<tr>
<td></td>
<td>2—Teaching as an Act of Radical Democracy</td>
<td></td>
<td>Assignment</td>
</tr>
<tr>
<td></td>
<td>3—How to Teach Note Taking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5: Feb. 9</td>
<td>1—Planning Lessons</td>
<td>hooks,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2—Teaching as An Act of Radical Democracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3—How to Deliver a Participatory Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6: Feb. 16</td>
<td>1—Using the Web Teaching As An Act of Radical Democracy,</td>
<td>Hooks,</td>
<td>Turn in a Participatory Lecture with</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>footnotes, questions, etc. (20-30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>minutes)</td>
</tr>
<tr>
<td>Week 7: Feb. 23</td>
<td>1—Designing Writing Assignments</td>
<td></td>
<td>Mid-Term</td>
</tr>
</tbody>
</table>
1. **Pacing Guide**—This is your template for your course for the semester. Using the North Carolina Standard Course of Study for Civics and Economics, develop a pacing guide. You may also want to consult the approved textbooks available in the Curriculum and Materials Center. You can find a sample pacing guide on the course website. This would be a document that you develop in the beginning of your planning to demonstrate how you will move through the Standard Course of Study. For example, in American History, you might say Day 2-7: Review of Colonial Period and American Revolution

2. **Using Fiction in the Classroom.** Choose a piece of fiction or non-fiction that would help you teach a certain period in either Civics and Economics or American History. In a 3-5 page paper, discuss the usefulness of this text, how you would teach it, what themes you would explore, what
kinds of assignments you would develop, discussion questions, etc. How you would adapt it for lower readers, etc.

3. Participatory Lecture. You are to write out a 25 minute lecture (about 12 pages) for a particular concept from the attached list. This lecture should follow the rules of a participatory lecture, including questions you would ask, images you might show, assignments in the middle that you might have them do, and questions you anticipate them asking. You should include the objective from the NCSCOS that this lecture meets. You should also be sure to footnote your content. You should have a minimum of 3 sources for the lecture.

4. Mid-Term. This midterm will examine some of the major themes we have discussed in the course such as approaches to a democratic classroom, competing philosophies, your assessment of the importance of constructing a classroom that demonstrates democratic ideals, the role of self-examination of your self and your values as the educator, the ethics of teaching, skills involved in teaching secondary students, etc.

5. American Social History Film Project. Using a film from the American Social History Film Project, write a 500 word review of your chosen film and its applicability to the classroom. Choose another film and develop a plan for using the film in the classroom. This can be narrative. (2-3 pages). Be sure to cite Percoco, film articles, and other sources that you might use. If you only want to use a clip from a feature film, be sure the list the scenes (DVD) or the timing, VHS.

6. Court Case Assignment. Please choose a court case from the list of court cases required by the Standard Course of Study. Using assigned court case, come with newspaper readings (4—these can be from the time period of the case or from subsequent and current events that deal with such cases, a paragraph summary and a copy of a reading that would give you the nuts and bolts of the case, and an assignment you might use with a court case.

7. Assessment. Choose one unit of study and design 5 assignments/assessments for the unit. Make sure to label them formative or substantive.

8. Field Trip Project. We do not meet as a class on ______. Instead, I want you to use that time to explore a place where you would like to take students on a field trip or an experiential learning exercise. You are to visit the site or event and then write up a proposal for a field trip to there. This can be a place—like Cherokee Museum, YMI, Thomas Wolfe House, or an event like a town council meeting, a trial, a commercial farm, Fontana Dam, a polluted river (Ocoee and Copper Hills). Or they could visit a political office (Phil Haire’s office, Heath Shuler’s office, arrange a meeting with the mayor, the sheriff, etc. ) The place is less important than how you use it. In your proposal include why you want to take students there, what they will do to prepare, what they will learn, what assignments and readings you might use to accompany the trip.

9. Art Exercise. Bring copies of art (pictures, song lyrics, statues, etc.) that you would like to use in the classroom. We will share and workshop these to develop multiple plans that use art in the classroom.

Final Assignment—Tool box

1. You may choose a unit/topic from Civics and Economics or the following from the American History Standard Course of Study to build a source toolbox for teachers. This must contain a
minimum of 10 sources (not used in class) that would work well in illustrating, teaching, etc. the North Carolina Standard Course of Study. These sources must also not be listed in the expanded NCSC available on-line. You need to introduce the documents with a paragraph of historical context, include the document, discuss its implementation in the classroom with precise steps, and of course include citations. You must also include 1 significant secondary source selected to help educate teachers on the topic. This source should be explained with a 500 word book review that explains the significance of the work, its argument, and its value to teachers. This is the equivalent of your exam.

Week One: January 12

Introduction to the Course
What We Do—Being A Professional
   --Introduction to the Standard Course of Study
Why We Do It—Why We Teach History (wineburg, chapter 1 and 9)
How We Do It—How to Teach Reading...Chapters 1-3 Tovani; wineburg, chapter 3

Week Two: January 19

A. Introduction to Standard Course of Study—honors look (American History or Civics) (Pacing Guide for Civics Due)
B. The Power of Their Ideas, Chapters 1-6—What Public Education Can Be
C. How To Teach Reading, Chapters 4-9

Handout Using Fiction in the Classroom Reading—List of books...

Week Three: January 26th

A. Designing a Course—concepts, central questions, etc.
B. The Power of Their Ideas, Chapter 7-10
C. How To use Fiction in the classroom—Excerpt from Great Books. (handout)
   Assignment: Choose a book from the list below and design a unit around a fiction or non-fiction book you would use in either an American History or a Civics course.
   Include particular daily assignments, discussion questions, journal entries, etc.

For next week: Handout Bloom’s taxonomy from H. Wong/Verb List

Hand out Harpers and hooks

Week Four: February 2

A. Planning Lessons—Writing Objectives   Quiz—Writing Objectives
B. Teaching as an Act of Radical Democracy, reading Bellhooks, Teaching As Transgressive/harpers Magazine on Education
C. How to Teach Note Taking—how not to teach it...

Hand out bell hooks
Week Five: February 9

A. Components of a Lesson Plan—roles of reflection, formative assessment  
B. Teaching as an Act of Radical Democracy, reading bell hooks  
C. How to Deliver a participatory lecture (use civics example)

Week 6: February 16

A. Web Assignment—2 hours (do mine and design one of their own)  
B. Teaching as an Act of Radical Democracy, part III  
   Assignment—Turn in a Participatory Lecture (20 minutes)—choose a topic from list

Week 7: Feb. 23

A. Designing Writing Assignments  
B. Schools that Reach All Students--Writing Across the Curriculum—NY Times Mass. School article  
C. How to Teach Writing Essays----Journals, Evidence, Argument, Research Papers, etc. (use civics examples)  
D. MidTerm

SPRING BREAK

Week 8: March 9

A. Designing Assessment: An Introduction (409-428, Social Studies Text and Percoco, Appendix F)  
B. KIPP Schools—How Teaching Makes a Difference—Lessons for your Classroom  
C. How to Use Film in the Classroom…(civics or Am history)  
   Reading--Percoco (from Passion for the Past, chapter on Film festival); Divided Past, 124-127; handout—Elizabeth Hefflefinger’s Movie Guide; Reading  
   Assignment—Choose a unit of study and develop formative and substantive writing assignments for it (5 assignments)

Week 9 March 16

How To Teach Court Cases

Assignment: Design an Assignment Using Film for Civics—Include a 300 word description of the film and its educational value as an introduction to the assignment

Week 10

Teaching Conflicts in the Classroom, Percoco—(unit on Vietnam)

Assignment Due—Using assigned court case, come with newspaper readings, contextual readings, and an assignment used with a court case.
Week 11: March 23
11—A Wide Open Classroom: Using Field Trips/Experiential Learning—Brooke Thompson

Reading--

Week 12: March 30—I am gone---Their hours for experiential learning—no class—planning a field trip in the area. NO CLASS this week. Students should use these hours to visit and plan a field trip for their students in Western North Carolina. See assignment sheet for a detailed description. This will be due…

Week 13: April 6

Using Art in the Classroom—Jacob Lawrence, Diego Rivera, and …

Week 14: April 13

Teaching Demonstrations(10 20 minute demonstrations, 2 hours)

-----------------------------

NO CLASS APRIL 20

Week 15: April 27

Teaching Demonstrations(10 20 minute demonstrations, 2 hours)

-------------------------------

Exam: American History/civics Toolbox Due
History 405-01
Methods for Teaching Social Sciences
Fall 2011
TuTh 2:05 – 3:20
McKee 209

Dr. Mary Ella Engel
222B McKee
828-227-3838
mengel@email.wcu.edu
Office hours: TuTh 9:00 – 10:30 a.m.
And by appointment

Graduate Teaching Assistant: Brook Thompson
Clinical Model: Denise Davis of Franklin High School

Course Description and Purpose

The overall objective of the course is the development of a theoretical framework and pedagogical skills necessary to develop and implement standards-based instructional activities, lessons, and assessments. Students completing this course should possess the knowledge, skills and attitudes necessary to build a community of inquiry within their social sciences classrooms. Please note that HIST 405 should be taken in the same semester with HIST 310 (Teaching World History) which is the one-hour corequisite.

Specific Objectives

- Articulate the purpose of social science education in a democratic nation and a diverse world
- Critically examine, use, and make operative the social sciences curriculum
- Construct coherent units and lessons which reflect educationally sound goals
- Select and implement a variety of teaching strategies appropriate to the individual needs of diverse groups of secondary school students
- Create significant classroom activities for students which promote critical thinking
- Locate, create, and build an inventory of instructional resources appropriate to the social sciences classroom
- Integrate social sciences content with that of other curriculum areas
- Develop and apply authentic assessment and evaluation strategies in ways that promote and enhance learning

This course is organized with a four-part framework:

Part One – Developing a Rationale and Philosophy of Teaching
Essential Questions:
What is the purpose of social sciences education?
How do students learn?
What is the teacher’s role?
How are the beliefs of the teacher related to his/her teaching?
How do I teach citizenship?

Part Two – What Do the Students Need to Learn?
Essential Questions:
What is the Standard Course of Study?
How do I organize the curriculum to help students comprehend and remember key ideas?
What is a pacing guide?
How do I create a unit plan?
How do I create a lesson plan?
What is an effective, meaningful lesson?
How can a teacher create durable knowledge?

Part Three – How Will They Learn It?

Essential Questions:
What is the most effective use of the textbook?
How do I engage student interest?
How do I create a participatory lecture?
How will I make note-taking an integral part of the lesson?
How do I effectively employ cooperative learning?
How do I conduct a class discussion?
How will I use primary sources in the classroom?
How should I employ non-text resources in the classroom?
  - online resources
  - geography resources
  - art, music, film
  - using community resources
What are effective review techniques?
How do I differentiate instruction?

Part Four – How Do You Know They Learned It?

Essential Question:
How do I create an authentic assessment?

Rental Text

*How Students Learn: History in the Classroom*

Supplemental Texts


Julia L. Roberts & Tracy F. Inman, *Strategies for Differentiating Instruction*

Julia G. Thompson, *Discipline Survival Guide for the Secondary Teacher*

*North Carolina Standard Course of Study*
Available online at

Especially:
*United States History Curriculum Document*
*World History Curriculum Document*
*Civics and Economics Curriculum Support Document*
Please note that I have also placed the following books – all of them helpful and valuable resources – on reserve in the library:

Ron H. Pahl, *Breaking Away from the Textbook: Creative Ways to Teach World History*, Volumes 1, 2, 3

Heidi Roupp, *Teaching World History in the Twenty-First Century*

Peter N. Stearns, ed., *World History in Documents: A Comparative Reader*

Marvin Scott, *World History Map Activities*

Richard Di Giacomo, *Short Role-Playing Simulations for World History Classrooms*

Garth Sundern, *Hands-On History: Ancient Civilizations Activities*

Peter Davies, Rhys Davies, and Derek Lynch, *Enlivening Secondary History: 40 Classroom Activities for Teachers and Pupils*


Kenneth Hilton, *Document-Based Assessment Activities for U. S. History Class*

**Academic Dishonesty:** *Western Carolina University, a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity.*

Academic dishonesty in any form will not be tolerated. Plagiarism and/or other forms of cheating will result in the failure of the assignment, notification of Academic Affairs, and a negative recommendation for fitness for student teaching.

**Accommodations for Students with Disabilities:** *Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-3886 or lalexis@wcu.edu. You may also visit the office’s website: disability.wcu.edu.*

**The Writing and Learning Commons (WaLC):** *The Writing and Learning Commons (WaLC) seeks to enhance the academic environment and raise the level of academic discourse at WCU by providing tutoring, academic skills consultations, workshops, online learning resources, and faculty consultations. Writing Assistants collaborate with students from all classes and majors at every stage of the writing process, from brainstorming and prewriting to drafting and revising. Course tutors facilitate collaborative group sessions and offer strategies for effective study and efficient time management. Call 227-7197 for writing appointments and 227-2274 for course tutoring. Visit the website, [http://walc.wcu.edu](http://walc.wcu.edu), for additional learning and writing resources, hours of operation, and appointment information. All consultations and tutoring sessions take place in 30 Hunter Library.*
Assignments, Activities, and Grading:

Teaching Philosophy – You will be required to prepare a formal statement of your teaching and learning philosophy of social sciences education. Your teaching philosophy is a living document that articulates what you believe should be the purpose, content, and methods of teaching the social sciences. Teaching philosophies address what you do in your school, but also how your work relates to the broader social conditions of schooling, and the contributions your work makes to the larger society. As a living document, your teaching philosophy is expected to evolve as you learn more about the process of teaching. Therefore, you will produce a draft of your teaching philosophy at the beginning of the semester, and a final copy at the conclusion of the course. The final copy should include a statement that explains how your philosophy has changed over the course of the semester. The teaching philosophy project will account for 5% of your final grade.

Pacing Guides – Students will produce two pacing guides, for U.S. History and World History. Each pacing guide will account for 10% of your final grade.

Unit Plan – As this is a methods course, we will spend much of our time experiencing, discussing, and critiquing examples of social sciences methods/pedagogy designed to promote active student engagement in worthwhile learning. Using what you have learned, you will develop a complete five-day World History unit plan. The unit plan will account for 20% of your final grade.

Lesson plans – Students will prepare two lesson plans (U. S. History and World History) and teach them in class. Each lesson will account for 15% of your final grade.

Journal Responses to Readings and Reflection papers – Students will produce a journal response each week. Journal entries should include your thoughts concerning class readings and class activities (how could you use them in your classrooms?). On a week that you teach in class, you should reflect upon that experience. Reflection is important, as reflective teaching means you are mindful and aware of the complexity of teaching and the need to ask important questions of your practice. The journal responses to readings and reflection papers will be due at the end of the semester and will account for 10% of your final grade.

Micro-teach – Students will spend two to three days in a secondary social science classroom. You will observe one day and teach at least one day. Your micro-teach experience will account for 5% of your final grade.

Participation and Daily Assignments – This class is largely discussion-based. Accordingly, every class member is expected to contribute to the conversation we will continue throughout the semester. Your thoughtful participation and completion of daily assignments accounts for 10% of your final grade.

Electronic Evidence 2: Depth of Content Knowledge will also be collected in HIST 405. During the semester in which a student is enrolled in HIST 405, the student/teaching candidate will submit an artifact that demonstrates the candidate’s depth of understanding and application of content knowledge in the specialty area. For the Social Sciences Education program, the artifact is described as a Research Paper/Project: “This 15-20 page paper involves the development of a research question, a literary review of secondary literature related to the topic, and then the acquisition and analysis of primary sources to build an argument. These primary sources may involve textual sources, oral histories, visual sources, and material culture – each requiring a specific set of literacy skills. These research skills must be practiced if a student will one day teach historical literacy to his/her 9-12 students. The research project could take the form of a research paper, the development of a related research project such as a public history exhibit proposal, a series of lesson plans or a unit plan that uses deep content knowledge to teach secondary content as well as a series of related skills, or a collection of primary material with introductory and historiographic information used to assist teachers in the classroom. This paper/project will demonstrate the development of research skills as well as the ability to synthesize research into various forms, creating knowledge.”
You must select an undergraduate paper that you feel best demonstrates your content knowledge then post it on TaskStream. I will then evaluate it, using the rubric below. A successful score on this electronic evidence is “Proficient” or “Accomplished.”

**Electronic Evidence 2**
**Depth of Content Knowledge**

<table>
<thead>
<tr>
<th>Component</th>
<th>Emergent</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation and Mechanics</td>
<td>Fails to follow basic rules of grammar. Falls short of acceptable length.</td>
<td>Significant grammatical errors. Length meets minimum standard.</td>
<td>Some grammatical errors, but does not detract the reader from the overall argument. Length is acceptable.</td>
<td>Limited and minor grammatical errors. Length is acceptable.</td>
</tr>
<tr>
<td>Use of Evidence</td>
<td>Lacks primary research. Demonstrates inadequate secondary source reading on topic. Lacks citations.</td>
<td>Primary research only small component of project. Demonstrates limited secondary source reading; some sources are not relevant to topic. Unclear or improperly formatted citations.</td>
<td>Primary research is an important, but not integral, part of the project. Demonstrates sound command of secondary sources that are relevant and significant to the topic. Citations are correctly formatted.</td>
<td>Creative use of primary sources that serve as an integral part of the project. Demonstrates unusual width and breadth of secondary source reading and an exceptional command of the historiography. Citations are correctly formatted; may employ discursive footnotes.</td>
</tr>
<tr>
<td>Academic Rigor</td>
<td>No original research. Merely a report on the topic.</td>
<td>Research addresses a broadly-defined question that represents the knowledge base, but not deep understanding of the topic.</td>
<td>Research addresses a narrowly-defined question that requires analysis and synthesis.</td>
<td>Research demonstrates originality of thought and is of exceptional quality, deserving presentation or dissemination.</td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Class Schedule and Assignments:**

Tuesday, August 23  
Course Introduction

Thursday, August 25  
Course Introduction

Tuesday, August 30  
Developing a Philosophy of Teaching  
Be prepared to discuss:  
Vansledright, “And Santayana lives on”  
Cushman, “Fires in the Bathroom”

Thursday, September 1  
Visit to the Curriculum Materials Center

Tuesday, September 6  
Be prepared to discuss:  
*How Students Learn*, Introduction, Chapter Two, Chapter Four  
**Philosophy of Teaching due**

Thursday, September 8  
Planning – Part One  
Organizing the Curriculum

Tuesday, September 13  
Denise Davis

Thursday, September 15  
Teaching with Primary Sources  
Be prepared to discuss:  
“Investigations: Discovering the World Through Primary Sources,” from *Social Studies That Sticks*

Tuesday, September 20  
Teaching with Primary Sources  
**U.S. History Pacing Guide due**

Thursday, September 22  
Teaching with Primary Sources – demos

Tuesday, September 27  
Teaching with Primary Sources – demos

Thursday, September 29  
Planning – Part Two  
Writing Objectives and Lesson Plans  
Electronic Evidence 2 should be posted on TaskStream

**Monday, October 3 – visit to Swain County High School – details to follow**

Tuesday, October 4  
Differentiation  
Be prepared to discuss:  
*Strategies for Differentiating Instruction*
Thursday, October 6
Creating a Participatory Lecture
Effective Questioning
Be prepared to discuss:
“Conversing Substantively,” from Engaging Students in the Study of History
“Challenging Students to Think Critically,” from Teach Like a Champion

Tuesday, October 11
Teaching U.S. History
Be prepared to discuss:
Percoco, A Passion for the Past

Thursday, October 13 – Fall Break – no class
Tuesday, October 18 – Fall Break – no class

Thursday, October 20
Teaching U.S. History lessons

Tuesday, October 25
Teaching U.S. History lessons

Thursday, October 27
Teaching U.S. History lessons

Tuesday, November 1
Denise Davis

Thursday, November 3
Teaching World History – Dr. Saheed Aderinto
World History Pacing Guide is due

Tuesday, November 8
Planning your World History unit

Thursday, November 10
Assessment

Tuesday, November 15
Teaching World History lessons

Thursday, November 17
Teaching World History lessons

Tuesday, November 22
Teaching World History lessons

Thursday, November 24 – holiday – no class

Tuesday, November 29
Denise Davis
Micro-teach should be completed by this date

Thursday, December 1
Classroom Management
Be prepared to discuss:
Discipline Survival Guide for the Secondary Teacher
Tuesday, December 6
Teacher Work Sample
**World History Unit Plan is due**

Thursday, December 8
Preparing for Student Teaching

We will meet on our final exam day, which is Monday, December 12 from 12:00 to 2:30 p.m.
**Journal Responses and Reflections due**
**Final Philosophy of Teaching due**
**Expectations for History 405 Students**

The Social Sciences Education program provides opportunities for student teachers to develop the attitudes, skills, and knowledge that will enable them to become active, engaged, informed and responsible teaching professionals. Students are expected to master a broad knowledge of subject matter as well as practical and theoretical knowledge concerning pedagogy and effective teaching techniques, and utilize teaching methods in a way that reflects a democratic and culturally responsive classroom.

History 405 plays a significant role in preparing Social Sciences Education students for the classroom. It is considered a professional training course, so you will be held to a high standard and expected to demonstrate your commitment to teaching.

Be aware that:

- You are allowed three unexcused absences. Unexcused absences beyond three will result in a failing grade. (Excused absences include school activities, illness, or family emergency, but require supporting documentation).

- All course assignments must be completed to earn a passing grade.

- This course requires off-campus visits to area high schools. You are expected to arrive on time, be professionally dressed, and conduct yourself in a professional manner.

- Your participation in this course should reflect the same professional manner you must exhibit in the schools. That is, your manner should be responsible, open-minded, thoughtful and earnest. These dispositions suggest more than “just talking” in class, but speak instead to a type of engagement that includes speaking, listening, critiquing and demonstrating concern for the learning of others in the class. Thus your responsibilities as a member of this class extend to more than simply making sure you meet the individual course requirements. You also have responsibilities to your colleagues in this class, so that we might come together as a community of educators working to better understanding teaching and learning in social sciences through mutual, supportive, and critical inquiry.

Please sign below to indicate that you have read and understand the course requirements and expectations.

___________________________________
(Student Signature)

___________________________________
(Date)
HIST 411: Western Imperialism since 1500
Spring 2011

Instructor: Dr. Saheed Aderinto
Office: Mckee 227B
Email: saderinto@email.wcu.edu
Phone #: 828-227-3868
Office Hours: Wednesday 11-2 (and by appointment)

Course Description
Welcome to HIS 411: Western Imperialism since 1500. This course is about European conquest of the modern world. We are predominantly interested in the series of political, economic and social factors which have shaped European interaction with societies across the globe, and the resistance or reactions of the colonized. The course is divided into two sections. In section one, we will conceptualize imperialism and five major phases of European imperial adventure across the globe. Section two will dwell specifically on European imperialism in Africa from the 16th to the late 20th century. We will be preoccupied with the changing character of African relationship with Europe and more importantly African response to Western imperialism.

Course Learning Objectives
This course introduces students to:

● A chronological survey of imperial cultures since 1500;
● The impact of Western imperialism on world societies;
● Adaptation and responses of colonized people to imperialism;
● History as a field of academic study;
● The relevance of the past in the present.

Western’s Liberal Arts Learning Goals
This course will enable students to:

● Demonstrate the ability to locate, analyze, synthesize, and evaluate information;
● Demonstrate the ability to interpret and use numerical, written, oral, and visual data;
● Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
● Demonstrate the ability to critically analyze arguments;
● Demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being;
● Demonstrate an understanding of
  ▪ Past human experiences and ability to relate them to the present;
  ▪ Different contemporary cultures and their interrelationships;
  ▪ Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity;
  ▪ Scientific concepts and methods as well as contemporary issues in science and technology;
  ▪ Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding;
● Demonstrate an excitement for and love of learning

Required Books
● Hakeem Ibikunle Tijani (et al. eds.,) *Africa and the Wider World* (Pearson Learning Solution, 2010). Noted in your weekly readings are Tijani
● Adam Hochschild, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa* (Mariner Books, 1999). This is the book to be reviewed.
● Addition readings including guidelines for writing book reviews, and maps can be found in the “course content” section of blackboard.

Course Policies/Expectations of Students

Assignments turned in after the due dates will not be accepted. Students are required to do the readings for each class and be prepared for map quiz. It is my responsibility as the professor to ensure that class environment is conducive for learning. In this regard, students are expected to maintain classroom decorum. Noise and all forms of distractions inhibit instruction and effective communication between the students and professor. Laptops can only be used for note-taking purposes. Please see the following link on tips for effective note taking: [http://www.wcu.edu/24544.asp](http://www.wcu.edu/24544.asp). If you will be coming in when lecture is already underway, please contact me and provide tangible reasons for the interruption. If you will be leaving while the class is on, please sit close to the nearest exit. Attendance will be taken daily. Students who
arrive fifteen minutes into lectures lose attendance for the day. Over three absences lead to a drop in a full letter grade.

Western’s Academic Integrity Policy

I will enforce Western’s Academic Integrity Policy which include the following:

**Cheating** - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise;

**Fabrication** – Creating and/or falsifying information or citation in any academic exercise;

**Plagiarism** - Representing the words or ideas of someone else as one’s own in any academic exercise;

**Facilitation** - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination). For more information on Academic Integrity Policy visit: http://www.wcu.edu/26163.asp.

Accommodations for Students with Disabilities

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office’s website: http://www.wcu.edu/12789.asp

Grading Procedures

All grades will be based on ability to develop important points, coherent analyses, and use relevant materials from readings and class notes. Assessment will be based on the following: Map quiz; two response papers; a book review, midterm test; research paper; and final exam. The map quiz is aimed at helping students to understand the political and human geography of contemporary world. The response papers must be 2 pages (12 pt. font/Times New Roman) each. The guidelines for the response papers are simple: read and summarize the readings for February 1 and 8. My goal is to measure your understanding of the readings and bridge the gap between lectures and reading assignment. The book to be reviewed is Adam Hochschild, *King Leopold's Ghost*. The book review should be four pages long (12 pt. font/Times New Roman). Research paper, which is about colonialism in any country around the world, should be 10 pages long (12 pt. font/Times New Roman). Guidelines for the book review and research paper will be posted on blackboard. The midterm test and final exams are structured to evaluate students’ understanding of the reading materials and lectures. You will be required to use course materials to support and elaborate your response to the test and exam questions. Points will also be allocated for attendance and class participation. As stated above, attendance will be taken daily and students who arrive fifteen minutes into lectures lose attendance for the day. Over five unexcused absences lead to a drop in letter grade. The final grade will be based on percentage
system. Any grade above 97 is an A+, between 93 and 96 an A, and between 90 and 92 an A-. The same pattern applies for Bs, Cs and Ds.

Grade Breakdown

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map Quiz (Jan. 20)</td>
<td>A = 940-1000</td>
</tr>
<tr>
<td>Response Paper I (due Feb.3)</td>
<td>A- = 900-939</td>
</tr>
<tr>
<td>Response Paper II (due Feb. 10)</td>
<td>B+ = 870-899</td>
</tr>
<tr>
<td>Book Review (due April 7)</td>
<td>B = 840-869</td>
</tr>
<tr>
<td>Midterm Test (Feb.24)</td>
<td>B- = 800-839</td>
</tr>
<tr>
<td>Research Paper (due April 26)</td>
<td>C+ = 770-799</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>C = 740-769</td>
</tr>
<tr>
<td></td>
<td>C- = 700-739</td>
</tr>
<tr>
<td>Final Exam:</td>
<td>D+ = 670-699</td>
</tr>
<tr>
<td></td>
<td>D = 640-669</td>
</tr>
<tr>
<td>Total:</td>
<td>D- = 600-639</td>
</tr>
<tr>
<td></td>
<td>F = Below 600</td>
</tr>
</tbody>
</table>

CLASS SCHEDULE

Week I

January 11: Introducing the syllabus and the course
January 13: What is imperialism?

Week II

January 18: Phase I: Expansion, 1415-1773. Abernethy chapter 3
January 20: Phase II: Contraction, 1775-1824. Abernethy chapter 4 (Map Quiz)

Week III

**Week IV**

February 1: Phase V: Contraction, 1940-1980. Abernethy chapter 7
February 3: *(response paper I due)*

**Section II**

European Imperialism in Africa

**Week V**

February 8: Introducing the geography of Africa, Blackboard Material February 8 and Tijani chapter 1
February 10: The trans-Atlantic Slave Trade. Tijani chapter 5 *(response paper II due)*

**Week VI:**

February 15: The effect of trans-Atlantic slave trade on Africa and the New World, Blackboard material February 15
February 17: preparation for midterm test

**Week VII**

February 22: No Class Advising Day
February 24: **Midterm test**

**Week VIII**

March 1: **No class Spring Break**
March 3: **No class Spring Break**

**Week IX**
March 8: The Abolition of the trans-Atlantic slave trade, Blackboard Material, March 8

March 10: Christian missionaries and the rise of “new elites,” Blackboard Material March 10 and Tijani chapter 14.

**Week X**

March 15: The new imperialism in Africa, from the 1880s. Blackboard Material March 15

March 17: African resistance to European invasion. Blackboard Material March 17

**Week XI**


March 24: Failure of African resistance (geography and political chaos) Blackboard Material March 24

**Week XII**

March 29: Colonial Political System, Blackboard Material March 29 and Tijani chapter 16

March 31: Political Impact of Colonial Rule, Blackboard Material March 31

**Week XIII**

April 5: Economic Impact of Imperialism, Blackboard Material April 5

April 7: Western Education under Imperialism, Blackboard Material April 7 (Book review due)

**Week XIV**

April 12: Gendered Imperialism, Gendered Response, Blackboard Material April 12 and Tijani chapter 17

April 14: Decolonization, Tijani chapter 19

**Week XV**

April 19: Africom and the “new imperialism” in Africa. Backboard Materials April 19
April 21: No Class Break

Week XVI

April 26: Revision (Research Paper due)

April 28: Preparation for Final Exam
COURSE DESCRIPTION

In this course, we will investigate the cultural, intellectual, and political history of eighteenth century Europe (with occasional forays into economic and military history). During this period, Europeans developed many key ideas and institutions—ideas and institutions that are still around today, and form important landmarks on the twenty-first century’s mental map. Questions we’ll consider include: In what ways were eighteenth-century Europeans modern? In what ways were they not? How did ordinary people experience the intellectual innovations of the Enlightenment? What was the Enlightenment, anyway, and why does it matter for the twenty-first century? Did the French Revolution represent a radical break with tradition, or not? Throughout, we’ll directly tackle the words and ideas of eighteenth-century Europeans through reading and discussing original primary sources.

READINGS

Textbook:


Supplemental Texts:


The bulk of course readings—including all primary source readings—will be available for download on the course Blackboard site. Blackboard readings are marked with a * in the syllabus.
A note on readings

Each week, I assign chapters from the required textbook and the supplementary books as well as primary sources and secondary source excerpts that you’ll find on Blackboard. The textbook readings are primarily for background – turn to the textbook if you have a question or just want to know more about something. Feel free to cite it as a source in your essays. However, the bulk of your attention should be focused on the supplementary and Blackboard readings. These are marked in the syllabus as “For discussion” each week. You will usually have an easier time with this reading if you read actively, i.e. take notes and stop to ask yourself questions as you read. This will help you prepare the short essays and participate more fully in class discussions. Please bring hard copies of all readings – including online readings printed from Blackboard – to class the day we discuss them. We’ll refer to our texts throughout the discussions.

REQUIREMENTS

Participation: 10%
Two short essays, 700 words (15% each) (One primary source analysis, one book review)
Long essay, ca. 2500 words, excluding footnotes (10-12 pages): 20%
Midterm Exam: 20%
Final Exam: 20%

DESCRIPTION OF ASSIGNMENTS

Short essays: The short papers (approximately 700 words) will consist of secondary and primary source analyses. You are required to write one of each. You can choose any of the primary or secondary sources on the syllabus (excluding the textbook). Your essay is due at the beginning of class the day we discuss that reading (a sign up sheet will be passed around the first week of class). You are required to complete one of these essays before the midterm. I will also distribute handouts with guidelines for these assignments.

Midterm and Final exams: these will consist of IDs, short answers, and essay questions. We’ll have an in-class review session before each exam. The midterm is in-class on October 13; the final exam is scheduled for Tuesday, December 14 from 8.30-11.

Undergraduate essay: for this essay (ca.2500 words; 10-12 pages), you are required to focus on an eighteenth-century European primary source that is not on the syllabus. A list of recommended texts, as well as guidelines for the assignment, will be provided in class. A brief proposal is due November 5; the final draft is due December 10.

Late papers/missed exams: I will accept late papers only in the case of a documented emergency, illness or accident. If a due date falls near another activity on your schedule (such as a university sponsored trip or an exam in another class) please plan ahead. No extensions will be granted in these cases. If you must miss an exam due to
documented illness or emergency or a university sponsored trip, such as an athletic competitions, we will make alternate arrangements. Please contact me as soon as you are aware of a conflict so that we can plan appropriately.

ATTENDENCE, PARTICIPATION, AND DISCUSSION

Participation and attendance are important parts of the class. Each session will be a mix of lecture, discussion, and other activities. If you miss classes, you will miss crucial information that will help you do well on the written assignments and exams. If you must miss class, either due to a scheduled conflict (e.g. a University sponsored trip) or due to emergency or illness, please let me know as soon as possible. Unexcused absences cannot be made up.

Overall, my goal is lively discussions in which we debate various positions, arguments, and ideas. This won’t happen unless you come prepared, having done the readings and thought about the problems and arguments that they raise. I will prepare us for discussion each week by providing ample background in lectures and notes to guide your reading. In turn, you need to come to class having done the reading and ready to talk. I reserve the right to institute weekly reading quizzes IF it looks like the reading is not being done. But neither you nor I really want that, so just come to class ready to talk!

COMPUTER POLICY

Laptop computers are welcome in class for note-taking purposes. However, please do not use them for anything else—checking email, surfing the Internet, etc. The success of this class depends on your active participation and engagement with lectures, discussions, and presentations, and everybody needs to be mentally present in the room at all times.

Accommodations for Students with Disabilities

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office’s website: http://www.wcu.edu/12789.asp

Academic Honesty Policy

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity.
In this class, I will hold you to the same standards for honesty and integrity that I am held to as a professional historian. What does this mean? Well, there are two things to keep in mind. First and foremost, you are responsible for conceiving, researching, writing, and revising your own essays, research papers, and exams. Secondly, it means that you are responsible for properly citing the source material that you use in this class, particularly in your research projects and essays. As historians, we rely all the time on information found in other sources: we analyze it, we quote it, and we draw on it in formulating our own theories about historical events, people, and texts. **Given the degree to which we rely on other texts in formulating our own original arguments, we must properly cite our sources.** Without proper citations and references, it’s difficult to advance an argument that other historians can trust, because they can’t tell where you got your information, or what primary sources you’re basing an argument on. Without proper citations and references, it is impossible for history, as a field, to advance. Consequently, copying or paraphrasing material from other sources without properly citing it (including books, films, websites — **yes, even Wikipedia** — magazines, oral interviews, and archival manuscripts) is a serious form of academic dishonesty. To help you learn the proper way to reference your sources, I will provide a handout with some guidelines. **Please see me if you have any questions.**

According to WCU policies, I will determine the appropriate sanction or sanctions for academic dishonesty within this course up to and including a final grade of “F” in the course. Within 5 calendar days of the event I will inform the chair of the history department, and the Associate Dean of the Graduate School when the student is a graduate student, in writing of any academic dishonesty charge and sanction.

That’s all the preliminaries. On to the good stuff!

**SCHEDULE OF LECTURES, DISCUSSIONS, AND READINGS**

**Week 1**

August 23: Introduction

August 25: Absolutism

August 27: DISCUSSION

**READINGS**


Textbook: Woloch, 1-26

**WEEK 2**
August 30: England’s Alternative to Absolutism
September 1: States, Armies, and War
September 3: DISCUSSION

READINGS


Textbook: Woloch, 26-59

WEEK 3

September 6: HOLIDAY
September 8: Mentalities
September 10: DISCUSSION

READINGS

For discussion: Darnton, The Great Cat Massacre, 75-143.

WEEK 4

September 13: Birth, Death, and Marriage
September 15: Laboring and Living (getting on—men and women)
September 17: DISCUSSION

READINGS


Textbook: Woloch, 60-102

WEEK 5

September 20: Agricultural Revolution
September 22: Industrial Revolution
September 24: DISCUSSION

READINGS

For Discussion: *Adam Smith, Wealth of Nations, Book 1, chapters 1, 2, 4, and 5

Textbook: Woloch, 103-119, 135-163.
WEEK 6
September 27: Trading and Colonial Empires, part 1
September 29: Trading and Colonial Empires, part 2
October 1: DISCUSSION

READINGS
For discussion: *Cook, Voyages of Discovery, 142-185.

WEEK 7
October 4: Science of Empire, I: Physics
October 6: Science of Empire, II: Natural History
October 8: DISCUSSION

READINGS
For discussion: *Buffon, Natural History, excerpts

WEEK 8
October 11: MIDTERM REVIEW
October 13: MIDTERM
October 15, October 18: FALL BREAK

WEEK 9
October 20: The Enlightenment
October 22: DISCUSSION

READINGS
For discussion: *Immanuel Kant, “What is Enlightenment”; Porter, The Enlightenment (all—don't worry, it’s short!)

WEEK 10
October 25: LIBRARY RESEARCH SESSION; MEET IN HUNTER LIBRARY

October 27: Voltaire, Frederick the Great, and Enlightened Absolutism (The Politics of the Enlightenment)
October 29: DISCUSSION  
READINGS

For discussion: Voltaire, Candide, 3-88

Textbook: Woloch, 163-230

WEEK 11

November 1: Popular Culture/Underbelly of the Enlightenment

November 3: ADVISING DAY

November 5: DISCUSSION

Readings: Darnton, The Great Cat Massacre, Peasants tell Tales: The Meaning of Mother Goose" (9-72) and “A Police Inspector Sorts His Files,” (144-189).

PAPER PROPOSAL DUE NOVEMBER 5

WEEK 12

November 8: Deism and Rational Religion

November 10: Popular religious culture

READINGS

For discussion on Wednesday: *John Wesley, “Scriptural Christianity”


WEEK 13

November 15: Consumer Culture, Leisure, and the Novel

November 17: Romanticism

November 19: DISCUSSION

READINGS

For discussion: *Henry Fielding, Tom Jones, Book 1, ch 1-3, 5-8; Vickery, Gentleman’s Daughter, “Elegance” (161-194).
WEEK 14

November 22: The Cultural and Intellectual Origins of the French Revolution

READINGS


Textbook: Woloch, 301-338.

November 24, 26: THANKSGIVING HOLIDAY

WEEK 15

November 29: The Political and Economic Origins of the Revolution

December 1: The Revolution of 1789

December 3: DISCUSSION

READINGS

For discussion: Georges LeFebvre, The Coming of the French Revolution, Introduction, xxi-xxx and chapters 1-4, 6-7, 12, and Appendix 1.

WEEK 16

December 6: The Terror

December 8: The Legacy of the Revolution

December 10: DISCUSSION

READINGS


****Final draft of research paper due December 10 at 5 pm****

****Final exam Tuesday, December 14 from 8.30-11 am****
History 414/514 - History of 19th-Century Europe – Spring Semester 2010
Syllabus and Policy Notes

Instructor: Dr. D. R. Dorondo.
Office: 227C McKee.
Office Phone: 227-7243/3908.
E-mail address: dorondo@email.wcu.edu
Office Hours: MWF 10:00-11:00 and by appointment only.

E-mail Contact:

All group messages sent to the class via e-mail will be sent to the addresses as indicated on the Summary Class List contained in MyCat. This is to be considered the official e-mail contact system.

Learning Objective:

This course examines the development of the Continent and British Isles between 1800 and 1914. During this period – sometimes referred to as a “long century” – Europe emerged, collectively, as the most significant power on Earth. Furthermore, the States of Europe underwent remarkable, and remarkably rapid (though variable), socio-economic transformation during the same period of time. In a physical sense, the most dramatic of these changes was industrialization. In historian Norman Davies’ memorable phrase, Europe became the “powerhouse of the world.”

In this tumultuous century, European life remained subject to the overriding influence of the Great Powers, a term heard more frequently before the First World War than after 1918. While arguments exist about States deserving a place in this group, general agreement obtains regarding the inclusion of Great Britain, France, Germany, Italy, Austria-Hungary, and Russia. Individually these Great Powers aspired to regional, and sometimes European, hegemony. These aspirations caused repeated, serious intra-European crises as well as extra-European complications. This phenomenon culminated in the eruption of a catastrophic European war in 1914; a consequent shaking of Europe to its foundations; and the preparation for the even greater catastrophe of 1939-1945.

Sometimes consigned to irrelevance after 1945, Europe has re-emerged as one of the world’s loci of economic, technological, and cultural (if not yet military) influence. Germany’s reunification, the introduction of the “euro” as the world’s new reserve currency, the signing of an EU Constitution 29 October 2004 – these and other events show clearly that Europe not merely survives; it prospers to a remarkable degree. Whether this same Europe will ever again aspire to truly global influence of a more direct kind remains to be seen.

Required Texts for All Students: Beaudoin, The Industrial Revolution (Purchase); Blanning, The Nineteenth Century (Purchase); Breckman, European Romanticism (Purchase); Lafore, The Long Fuse (Purchase); Winks, Europe and the Making of Modernity 1815-1914 (Rental).
GRADUATE STUDENTS ONLY: In addition to the texts above, read also the following: Eyck, *Bismarck and the German Empire* (Purchase); Jelavich, *The Habsburg Empire in European Affairs 1814 - 1918* (Purchase); and Mommsen, *Imperial Germany 1867 – 1918* (Purchase). See the professor about Jelavich, as well as Winks.

Course Requirements:

NB: ALL REQUIREMENTS APPLY TO FORMALLY REGISTERED GRADUATE STUDENTS SAVE THE ASSIGNMENT OF THE TERM-ESSAY. GRADUATE STUDENTS, PLEASE SEE THE INSTRUCTOR FOR DETAILS.

1. All assigned reading from the text will be covered in its entirety by the class-members whether that material is dealt with in class or not. The same rule will apply to any supplemental readings and/or AV presentations that may be assigned. All assigned reading is subject to examination.

2. Grades:
   - Test 1: 15%.
   - Test 2: 15%.
   - Test 3: 25%.
   - Term-essay: 25 %.
   - Book Review 1: 10%.
   - Book Review 2: 10%.

3. Exams are essay-only. Blue Books must be used. All work is to written in black or dark blue ink. Exam 3 is comprehensive.

3. Full attendance is expected. Failure to attend regularly may result in a lowering of the student’s final grade by three points per absence.

4. Undergraduate Term-Essay: All class-members will prepare an essay on a topic to be agreed upon in consultation with the instructor. The choice of topics is virtually unlimited. Subjects may include domestic or foreign-policy questions; conflicts such as the Crimean War, the Franco-Prussian War etc.; industrialization; the revolutions of 1848; and so forth. Consultations with the instructor are intended to “fine tune” topic-selection so as to produce an essay of greatest relevance to the course itself, the student’s major, and his/her personal interests. ALL TOPICS MUST BE SUBMITTED IN THE FORM OF A ONE-PAGE PROPOSAL BY THE END OF THIRD WEEK. PROPOSALS WILL BE READ WITH A VIEW NOT ONLY TO CONTENT BUT ALSO GRAMMAR AND COMPOSITION. ANY TOPICS SUBMITTED THEREAFTER WILL AUTOMATICALLY BE REDUCED BY ONE LETTER-GRADE PER EACH SUBSEQUENT WEEK’S BEGINNING. THE DUE-DATE FOR THE TERM-ESSAY IS TBA.

Specifications for the Undergraduate Term-Essay:
Each essay must be at least ten (10) full pages in length, excluding title page, bibliographies, charts, illustrations, etc.

All papers must be properly formatted according to the guidelines set forth in Kate L. Turabian’s *A MANUAL FOR WRITERS*, 7th ed. (or later) which is available in the University Bookstore.

Course-texts and/or handouts, as well as class lecture-material, and general encyclopedias may not be used as sources for the term-essay. When in doubt, ask.

At least six (6) sources must be used.

Essays must have standard academic apparatus (footnotes or endnotes; pagination; free-standing title-page; bibliography or works-cited page; double-spacing; proper margins; etc.)

General Course Outline:

I. The Post-Napoleonic Settlement of Vienna, 1814-1815.
II. The “Congress System,” 1815-1850.
III. Romanticism and the Revolutions of 1848.
IV. The Crimean War.
V. Bismarck, Napoleon III, and the Wars of German Unification.
VI. Industrialization and the Rise of Socialism.
VII. The Alliance Systems (Triple Entente and Triple Alliance).
VIII. Imperialism and the Road to War, 1900-1914.

**EVERY CLASS MOVES AT ITS OWN PACE DUE TO VARYING DEGREES OF MEMBERS’ PARTICIPATION, THE VAGARIES OF WEATHER, HOLIDAYS, UNEXPECTED FACULTY ABSENCES, ETC. THEREFORE, INDIVIDUAL READING ASSIGNMENTS WILL BE MADE IN CLASS AND SHOULD BE NOTED. A SUGGESTED FORMAT IS BELOW. SPECIFIC ITEMS OF IMPORTANCE ARE INDICATED IN BOLD PRINT.**


Wk 2 (30 Aug): Discussion and readings from Wk 1 continue.


Wk 4 (13 Sept): 13 Sept: Romantic nationalism. 15 Sept: Documents from Breckman’s text. 17 Sept: **Exam 1.**

Wk 5 (20 Sept): The Revolutions of 1848 and the Coming of the Modern Nation-State. Reading: Beaudoin (all); Winks Chapters 5 & 6; Blanning Chapter 5, pp 165-188. 20 Sept: “Historical Liberals” vs “Theoretical Liberals” and the general condition of Europe in the 1840s. 22 Sept: France 1848-1852. 24 Sept: 1848 in the German States, Hungary, and elsewhere. **Fifth-week grades due.**
Wk 6 (27 Sept): The Revolutions of 1848 and the Coming of the Modern Nation-State. Reading: Same as Week 5. 27 Sept: 1848 in the German States, Hungary, and elsewhere. 29 Sept:

Wk 7 (4 Oct): **Book Review 2 due.**

Wk 8 (11 Oct): **Exam 2 on 13 Oct.**


Wk 10 (25 Oct):

Wk 11 (1 Nov): **Advising Day 3 Nov.**

Wk 12 (8 Nov):

Wk 13 (15 Nov):

Wk 14 (22 Nov): Thanksgiving Break 24-29 Nov.

Wk 15 (29 Nov):

Wk 16 (6 Dec): Last Day of Classes 10 Dec.

**THESE POLICY-NOTES AND SYLLABUS ARE SUBJECT TO POSSIBLE REVISION**
History 416/516 - History of 20th-Century Europe - Spring Semester 2012

Instructor: Dr. D. R. Dorondo.
Office: 227-C McKee.
Office Phone: 227-7243/3908.
E-mail address: dorondo@email.wcu.edu
Office Hours: TR 1:00 – 1:50 PM and by appointment.

Adopted Text: James Wilkinson and H. Stuart Hughes, CONTEMPORARY EUROPE: A HISTORY.

Required Supplemental Texts (Undergraduates):


Required Supplemental texts (Graduate Students Only):

Same as for Undergraduates plus the following –


Course Description: THE HISTORY OF TWENTIETH-CENTURY EUROPE examines the development of the Continent and British Isles between 1914 and the beginning of the twenty-first century. During this period European civilization undergoes the most significant trial of the modern era. Dominated by the events of the World Wars, these eighty-six years witness the utmost savagery and brightest hope. The description applied by the late art historian Sir Kenneth Clarke to the early Medieval period, that the civilized peoples of the West survived "by the skin of their teeth," applies in this context as well. Nevertheless, the fiftieth anniversary in 1999 of the (by then reunited) Federal Republic of Germany, the introduction of the Euro as the world’s new reserve currency, and the astonishing demise of the USSR and the Soviet empire in East Central Europe, all show clearly that Europe can not only survive but also prosper and change in truly remarkable ways.

In the tumultuous decades of the twentieth century’s first half, European life remained subjected to the overriding influence of the Great Powers, a term heard more frequently
before WWI than after 1918. While arguments exist over which nation-states deserve a place in this group, general agreement obtains regarding the inclusion of Great Britain, France, Germany, Italy, Austria-Hungary (to 1918), and Russia (in its imperial, Soviet, and now post-Soviet forms). Consequently, this course will focus principally on a continuous treatment of the domestic and foreign policy concerns of these states. Particular attention will be paid to the failed post-1918 settlement, the rise of fascist and communist tyranny, and the eventual reconstruction after 1945. The World Wars themselves will be seen as much in their socio-political manifestation as in their military one.

Course Requirements: NB: ALL REQUIREMENTS APPLY TO GRADUATE STUDENTS SAVE THE ASSIGNMENT OF THE TERM-ESSAY. GRADUATE STUDENTS, PLEASE SEE THE INSTRUCTOR FOR DETAILS.

All assigned reading from the texts will be covered in its entirety by the class-members whether that material is dealt with in class or not. The same rule will apply to any supplemental readings and/or AV presentations that may be assigned.

Three essay-only examinations will be given (approximately every five weeks). The first two exams will comprise 20% each of the semester’s grade. The third, the final exam, will comprise 30%. A term-essay, comprising 30% of the final grade for the semester (specifications below), will also be required. ALL IN-CLASS EXAMS WILL BE DONE IN INK AND IN BLUEBOOKS. ANY WORK WRITTEN WITH A PENCIL WILL NOT BE ACCEPTED. BE ADVISED THAT THERE ARE NO EXCEPTIONS TO THIS RULE.

Attendance Policy: Full attendance is expected. Failure to attend regularly may result in a lowering of the student’s final grade by three points per absence.

Term-Essay: All class-members will prepare an essay on a topic to be agreed upon in consultation with the instructor. The choice of topics is virtually unlimited. Subjects may include domestic or foreign-policy questions; World Wars I & II; economics, NATO, the Cold War, etc. Consultations with the instructor are intended to “fine tune” topic-selection so as to produce an essay of greatest relevance to the course itself, the student’s major, and his/her personal interests. ALL TOPICS MUST BE SUBMITTED BY THE END OF FOURTH WEEK. ANY TOPICS SUBMITTED THEREAFTER WILL AUTOMATICALLY BE REDUCED BY ONE LETTER GRADE PER WEEK. DUE-DATE FOR TERM-ESSAYS IS 29 MARCH.

Specifications for Term-Essay:
* Each essay must be at least ten (10) full pages in length, excluding title page, bibliographies, charts, illustrations, etc.
* All papers must be properly formatted according to the guidelines set forth in Kate L. Turabian’s A MANUAL FOR WRITERS, 5th ed. (or later) which is available in the University Bookstore.
Assignments:


Wk 2 (17-19 Jan): Same as Wk 1.

Wk 3 (24-26 Jan): Wilkinson and Hughes, Chapters 3 and 4 [NB: The material in Chapter 4 will be discussed first.] Williamson, Chapters 1-2.


Wk 7 (21-23 Feb): No class on 21 Feb as that is Advising Day. Discussion same as Wk 6.

Wk 8 (28 Feb-1 Mar): Finish discussion from Wks 6-7. Mid-Term Break begins 1 Mar.


Wk 13 (3-5 Apr): Spring Break.


Wk 15 (17-19 Apr): Same as Wk 14 and Tiersky and Jones, Part 2.

Wk 16 (24-26 Apr): Tiersky and Jones, Part 2.
What does it mean to be a Roman, Christian, or Barbarian in fourth century Rome, or North Africa, or Gaul? How does identity change when one is Romanized, or Christianized, or even ‘Barbarized’? This course considers the complex relationships established between the three most prominent cultures of the ancient Mediterranean and Europe – Romans, Christians, and Barbarians – and how these cultures transformed the classical world and its peoples from roughly the second through the seventh centuries, with particular emphasis on the end of the pagan world and the rise of the Christian Roman Empire. With a major focus on primary sources and seminal secondary texts, we will debate and discuss historical approaches to Late Antiquity and shifting concepts of identity within that world. Participants in the seminar will produce substantial research projects focusing on a related theme discussed in the course.

P3: History: This course introduces students to a distinctive body of knowledge in the discipline of history and to the tools of historical inquiry that shape and define it. This course locates people and events in space and time, explaining change and continuity, and the diversity of forces shaping events, institutions, and value systems. The content of this course is of sufficient breadth to convey an understanding of development over time and of sufficient depth to illustrate the complexity of forces that mold events. Students will be engaged in the experience of interpreting the record of the past and drawing their own conclusions.

Nota Bene: If you have NO prior coursework on Roman or Medieval history, this class may be difficult at the outset. I have not assigned a general textbook for the course, but you should feel free to consult any good Western Civilization textbook or purchase and read the optional text by Peter Brown, a great primer by the greatest historian of Late Antiquity.
TEXTBOOK (RENTAL TEXT)
- G. W. Bowerstock, P. Brown, and O. Grabar, eds. Interpreting Late Antiquity.

SUPPLEMENTAL TEXTS (listed in order of use; available at bookstore).
- Louise Revell. Roman Imperialism and Local Identities.
- Peter Brown. Power and Persuasion in Late Antiquity.
- Saint Augustine. Confessions. Trans. Henry Chadwick

OPTIONAL:
- Brown, Peter R. L. The World of Late Antiquity Ad 150-750.

COURSE REQUIREMENTS:
- All work must be submitted in hard copy. No emails, no disks, no favors, no exceptions.
- Papers submitted after class, under office door, or any way other than in class will be considered late.
- No computers, no phones in the classroom.

Analysis papers (50%): 4 papers, 3-5 pp. apiece, see class schedule for due dates. Late papers will be graded down by one full grade for each day they are late.

Final Paper (15%): 8-12 pp., see class schedule for due date. This substantial paper will focus on a primary document, object, inscription, building or other source from the period of Late Antiquity. Unacceptable topics include St. Augustine, the Battle of Adrianople (or any other topic directly related to our supplemental texts), or the ‘fall of Rome’ (some aspects of this will be okay, but not the decline as a whole). All topics will be submitted for approval of the instructor.

Midterm and Final Exam (25%): Essay format for both. Missed exams may only be made up with legitimate excuse from the Dean or the Health Center. In exceptional cases and only with advanced notification, a make-up exam may be scheduled.

Participation and Attendance (10%) Regular and on-time attendance is crucial to success in this class. If you must miss a class, notify me in advance when possible, and make arrangements with a classmate to copy notes and to receive assignments. Attendance will be taken regularly, and three or more unexcused absences will be directly detrimental to your grade. Discussion is a regular component of this class, especially discussion of our primary readings. You are expected to complete the assigned readings for each class, and you are expected to contribute to discussion of these readings on a daily basis.

Accommodations for Students with Disabilities: WCU is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.
**Plagiarism and Academic Honesty:** All work that you turn in or present must be your own. Plagiarism and any other form of cheating (submitting the same paper for two courses, borrowing from websites, cheating on coursework) will be dealt with in the severest manner possible - failure of the course and referral to University judicial system for additional disciplinary action. There are no second chances – you will fail the course if you cheat in any way.

**Classroom Etiquette:** Behave in a manner appropriate to the classroom. This means no food, no meals, no tobacco products. Once the classroom door is closed, you are expected to remain in the class until its conclusion. All phones must be turned off and put away before entering the classroom. If your telephone rings during class or if you text during class, you will be counted as absent for the class period. No computers may be used in the classroom; see the instructor if there are any questions on this policy. Classroom etiquette demands courtesy towards all members of the class. If you cannot behave in a manner appropriate to the classroom, you will be told to leave.

**SCHEDULE OF LECTURES AND READINGS**

- All topics / readings / assignments in the schedule are subject to change at instructor discretion. Updated schedules will be distributed in the event of changes (there likely will be changes).
- Readings must be completed prior to class on the day assigned. Readings on Blackboard are found in two folders: Articles and Weblinks. Be sure to look in the right location. You are advised to print out all Blackboard readings because you will be required to discuss these materials in class. You will have a far better time doing so if you have the articles in front of you.
- You are expected to read all assigned texts and be prepared to discuss them in class. Reading notes may be requested by the instructor if any student fails to participate regularly.

<table>
<thead>
<tr>
<th><strong>INTRODUCTION TO LATE ANTIQUITY</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M, 22 Aug.</strong></td>
<td>Course concepts / introduction – historians and the Late Roman World</td>
</tr>
<tr>
<td><strong>W, 24 Aug.</strong></td>
<td>Defining Late Antiquity – cultures, geography, sources</td>
</tr>
<tr>
<td><strong>M, 29 Aug.</strong></td>
<td><em>Romanitas:</em> ‘Model Romans’ of the Republic</td>
</tr>
<tr>
<td><strong>W, 31 Aug.</strong></td>
<td><em>Barbaritas:</em> ‘Model Barbarians’ of the Pre-Roman Iron Age</td>
</tr>
<tr>
<td><strong>M, 5 Sept.</strong></td>
<td><strong>LABOR DAY</strong></td>
</tr>
</tbody>
</table>

- Textbook: Cameron, “Remaking the Past.”
- Blackboard articles:
  - Miles, “Introduction, Constructing Identities in Late Antiquity”
  - Clover & Humphreys, “Toward a Definition of Late Antiquity”
  - Heather, “The Barbarian in Late Antiquity”
- Blackboard weblinks:
  - Plutarch, “Life of Cato the Elder” (skim)
  - Tacitus, “End of the Republic”
  - Marcus Aurelius, Meditations, Book One
  - *Deeds of Divine Augustus*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>W, 7 Sept.</td>
<td>Becoming Roman, being Roman I</td>
<td>L. Revell, <em>Roman Imperialism and Local Identities</em>, Chapters 1-3 (pp. 1-109)</td>
</tr>
<tr>
<td>M, 12 Sept.</td>
<td>Becoming Roman, being Roman II</td>
<td>L. Revell, <em>Roman Imperialism and Local Identities</em>, Chapters 4-6 (pp. 110-193)</td>
</tr>
<tr>
<td>W, 14 Sept.</td>
<td>Roman, Barbarian, or Other? Fluid Concepts of Identity and Place</td>
<td>Blackboard articles:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Humphries, “Shapes and Shaping of the Late Antique World.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Hill, “The end of one kind of body…. Toilet Instruments…”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Handout: Objects, TBA</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>REVELL PAPER DUE</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>RELIGION AND THE ROMAN WORLD: PAGAN TO CHRISTIAN</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blackboard weblink: Accounts of Roman State Religion</td>
</tr>
<tr>
<td>W, 21 Sept.</td>
<td>Religion and Identity in Rome II</td>
<td>Handout: Religions in the Empire</td>
</tr>
<tr>
<td>M, 26 Sept.</td>
<td>Early Christianity and the Pagan Empire</td>
<td>Blackboard article: Tertullian, To Scapula</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blackboard weblinks:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Porphyry, <em>Against the Christians</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blackboard weblinks:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- “Ritual Cannibalism against Christians”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- <em>Martyrdom of Polycarp</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- <em>Martyrdom of Perpetua and Felicity</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>DUE: list of 3 possible research topics for final paper</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blackboard article: R. Van Dam, “The Many Conversions of Constantine.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blackboard weblink: “Edicts of Toleration / Milan”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blackboard weblinks:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Eusebius on Conversion of Constantine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Leadbetter, “Constantine and the Bishop”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- “Canons from Nicaea”</td>
</tr>
<tr>
<td>W, 12 Oct.</td>
<td><strong>MIDTERM</strong></td>
<td></td>
</tr>
<tr>
<td>THE NEW CHRISTIAN WEST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td><strong>M, 17 Oct.</strong></td>
<td><strong>NO CLASS – FALL BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>W, 19 Oct.</td>
<td>The Church Ascendant I: Bishops, Saints, and Holy Men</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Brown, <em>Power and Persuasion</em>, chapters 1-2</td>
<td></td>
</tr>
<tr>
<td>M, 24 Oct.</td>
<td>The Church Ascendant II: A New Social Order</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Brown, <em>Power and Persuasion</em>, chapters 3-4. <strong>BROWN PAPER DUE</strong></td>
<td></td>
</tr>
<tr>
<td>W, 26 Oct.</td>
<td>Islands of Refuge: Monasteries, Shrines, and the Holy in East and West</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Textbook: Fowden, “Varieties of Religious Community.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Blackboard weblink: Murder of Hypatia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Textbook: Shaw, “War and Violence.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ammianus, <em>Later Roman Empire</em>, pages TBA.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Blackboard article: Frankfurter, “Where Spirits Dwell”</td>
<td></td>
</tr>
<tr>
<td>W, 2 Nov.</td>
<td>ADVISING DAY - NO CLASS</td>
<td></td>
</tr>
<tr>
<td>M, 7 Nov.</td>
<td>The Rise of “Papa”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Blackboard weblinks: Ambrose and Theodosius I &amp; II</td>
<td></td>
</tr>
<tr>
<td>W, 9 Nov.</td>
<td>The Calamitous Fourth and Fifth Centuries: The West Transforms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Kulikowski, Rome’s <em>Gothic Wars</em>, chapters 1-4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ammianus, <em>Later Roman Empire</em>, pages TBA.</td>
<td></td>
</tr>
<tr>
<td>M, 14 Nov.</td>
<td>New Barbarian Leaders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Kulikowski, Rome’s <em>Gothic Wars</em>, chapters 5-8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ammianus, <em>Later Roman Empire</em>, pages TBA. <strong>GOTHS PAPER DUE</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THE TRANSFORMATION OF THE ROMAN WEST</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W, 16 Nov.</strong></td>
<td>The New Model Roman: St. Augustine</td>
</tr>
<tr>
<td></td>
<td>• St. Augustine, <em>Confessions</em>, Books 1-3</td>
</tr>
<tr>
<td></td>
<td>• Handout: Augustine, Events and Dates</td>
</tr>
<tr>
<td><strong>M, 21 Nov.</strong></td>
<td>Augustine’s Conversion and the new West</td>
</tr>
<tr>
<td></td>
<td>• St. Augustine, <em>Confessions</em>, Books 4-6</td>
</tr>
<tr>
<td></td>
<td>• Blackboard article: Rousseau, “Christian Culture and the Swine’s Husks”</td>
</tr>
<tr>
<td><strong>W, 23 – F, 25 Nov.</strong></td>
<td><strong>NO CLASS – THANKSGIVING BREAK.</strong></td>
</tr>
<tr>
<td><strong>M, 28 Nov.</strong></td>
<td>The New Roman Empire: Augustine, the City of God, and Barbarians at the Gate</td>
</tr>
<tr>
<td></td>
<td>• St. Augustine, <em>Confessions</em>, Books 7-9 <strong>AUGUSTINE PAPER DUE</strong></td>
</tr>
<tr>
<td><strong>W, 30 Nov.</strong></td>
<td>The Fifth-Century East: Survival of Romanitas or a new ideal?</td>
</tr>
<tr>
<td></td>
<td>• Textbook: Maguire, “The Good Life.”</td>
</tr>
<tr>
<td></td>
<td>• Blackboard weblink: Salvian, “Romans and Barbarians”</td>
</tr>
<tr>
<td></td>
<td>• Blackboard article: Cooper, “Gender and the Fall of Rome”</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>W, 7 Dec.</td>
<td>A New Rome: Gregory the Great and the Northern Shift</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>M, 12 Dec.</td>
<td><em>FINAL EXAM, 6:00 – 8:30</em></td>
</tr>
</tbody>
</table>
WHAT IS PLAGIARISM?
Plagiarism and any other form of cheating in my classes will be dealt with in the severest manner possible, without exception - failure of the course and referral to the university judicial system.

The History Department’s definition of plagiarism: anything you could not have written without the source open in front of you.

This includes:
- Word-for-word cutting and pasting of original source, with no quotation marks and no attribution
- Word-for-word cutting and pasting with attribution but no quotation marks
- Word-for-word cutting and pasting with quotation marks but no attribution
- Snipping of juicy and/or otherwise distinctive phrases with no quotation marks and no attribution
- Close paraphrases of substantial length in which selected words have merely been replaced by common synonyms
- Sections of prose which have been reasonably well paraphrased but which parallel the original source in structure (that is, there is a sentence-for-sentence congruence, in which your sentences differ from those of the original but express substantially the same ideas in the same order for more than a sentence or two)

HOW TO AVOID PLAGIARISM:
- When taking notes from sources, be sure to use quotation marks and include page numbers, in your notes, to ensure that you do not accidentally borrow direct language.
- Avoid the web. Do not use the web as a research source. Do not be tempted to cut and paste from a website. Even pictures or maps downloaded from the web and used without attribution are considered plagiarism.
- Learn what plagiarism is. Cite frequently. When in doubt, cite and / or ask your instructor.
- Visit the Writing Center. They too can offer advice on writing and note-taking that may help you avoid accidental borrowing.
- Prepare. Research early. Write early. Don’t put yourself in a position where you are tempted to take the “easy” way out.

(Thanks to Dr. Gael Graham for creating these guidelines to plagiarism!)

See the University’s policy on academic integrity here: http://www.wcu.edu/26163.asp
Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see ArticleVII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE). Violations of the Academic Integrity Policy include:

Cheating - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
Fabrication – Creating and/or falsifying information or citation in any academic exercise.
Plagiarism - Representing the words or ideas of someone else as one’s own in any academic exercise.
Facilitation - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)
ANALYSIS PAPERS
Length: 3-5 pages (1 full grade deduction per page under 3 full pages).

Tentative Due dates:
1) Revell, Roman Imperialism analysis, due in class Weds. 14 September
2) Brown, Power and Persuasion analysis, due in class Weds. 24 October
3) Kulikowski & Ammianus Goths analysis, due in class Mon. 14 November
4) Augustine Confessions analysis, due in class Mon. 28 November

Formatting: Papers should be formatted according to the standards set by Turabian’s Manual for Writers. Alternative formatting will not be accepted. All papers must include a title page with all relevant information, footnotes or endnotes, properly cited quotations, and a bibliography. On citation, see the Writing Center’s brief Turabian summary, or go to the source herself in the library (several locations, see the library catalogue). Remember – I am not your proofreader! I expect your papers to come to me as finished documents. Even though your ideas / theses may be of more gradual development, your writing should be coherent, complex, and a joy to read!

Topics: Topics for these papers will focus the main themes and problems discussed in the course, including: concepts of Roman identity, Romanization, Christian martyrdom, bishops and power in late Roman cities, Augustine’s conversion, and the division of power in early medieval West. Specific questions for each paper will be suggested in class, although students are encouraged to write within the main theme on a topic of their choice. It must be noted, though, that these papers should never be a summary of the texts under consideration. These papers must be focused arguments or analyses of the texts and questions presented in class.

You are not expected to do research or outside reading for these papers; they are meant to be a close reading and analysis of individual texts. Furthermore, these are NOT opinion papers and these are NOT summaries. I’ve read the text, so don't simply tell me what it says. Also, don't pass judgment on the author or the period, or tell me what you liked or didn't like - that's not analysis.

RESEARCH PAPER
Length: 8-12 pp. (1 full grade deduction per page under 8 full pages).

Assignments:
1) List of three possible topics – due in class Weds. 27 September
2) Final paper – due in class Weds. 7 December

Formatting: Papers should be formatted according to the standards set by Turabian’s Manual for Writers. Alternative formatting will not be accepted. All papers must include a title page with all relevant information, footnotes or endnotes, properly cited quotations, and a bibliography. On citation, see the Writing Center’s brief Turabian summary, or go to the source herself in the library (several locations, see the library catalogue). Remember – I am not your proofreader! I
expect your papers to come to me as finished documents. Even though your ideas / theses may be of more gradual development, your writing should be coherent, complex, and a joy to read!

**GETTING STARTED:**
Need help? Your best resource is the Hunter Library Reference Desk or go online: http://researchguides.wcu.edu/help You’ll find knowledgeable folks who know the library inside and out. They can direct you to research guides, journals, and books to get you started. You can also visit the library web page for useful pointers on getting started.

See the Writing Center web pages or visit the Writing Center for help with annotating a bibliography, with appropriate formatting for different sources, etc. http://www.wcu.edu/11545.asp

Some good journals for our topic include: *Speculum; Journal of Roman Studies; Journal of Late Antiquity; Past and Present; Greece and Rome.*

A great starting point for primary texts is Fordham University’s *Internet Sourcebook Project*, specifically the pages on *Late Antiquity*: http://www.fordham.edu/Halsall/ancient/asbook10.asp

Here are some sites to get started if you are looking at material culture: http://www.thebritishmuseum.ac.uk/explore/highlights.aspx - The British Museum
http://witcombe.sbc.edu/ARTHlateantiquity.html - great clearing house site
http://www.metmuseum.org/Works_of_Art/viewHigh.asp?dep=17&viewmode=0 - the Met

**Topics:**
Comparative and theoretical topics outside of our time period and geographic focus may be acceptable, but they must be approved by the instructor and must be thematically linked to our course. See me to discuss any ideas that fall outside the temporal and geographical scope of our class. *All* topics must be discussed with and approved by the instructor. Schedule an office meeting early in the semester to discuss possible topics. Many of these topics will require ILL and ABC for key texts, so it is imperative to start your research early. The greatest topics go off the rails when sources are not ordered early, and I will not accept “I have it on order with ILL / ABC but I don’t have it yet” for any stage of this project.

**REMEMBER: Final Paper requirements / points to remember:**
- Your topic should fall, roughly, within the period of ca. 200 – 600 AD (roughly from the end of ‘Classical’ Rome through the papacy of Gregory the Great; the actual periodization of Late Antiquity varies greatly, but this is as far as we will get!). All topics must be approved by the instructor. Some latitude is permissible in respect to chronology, but this too must be discussed with the instructor prior to submission of any work on the paper.
- No history paper is complete without primary sources, and your paper clearly depends, first and foremost, on some text, object, building or place that you use as a primary source. Show me that you have made an effort to include interesting and relevant primary sources. Analyze your source – since we’re not using texts first and foremost, you clearly have to
describe and analyze your physical object. Tell me something NEW about that source. Interpretation is much more important than repetition.

- Don’t be afraid to use images and maps. All good articles and books have them, so why not include them in your paper too. But sorry – these don’t count as “pages” of your paper. An image is not worth 1000 words, as the old saying goes. Include these items in an appendix to the paper and always – ALWAYS – cite the source of the image or map.

- Your final bibliography MUST include a minimum of eight print sources, including both books and journal articles. Internet sources are not considered appropriate sources for a research paper, apart from reputable museum sources used to find your primary object or place. Online versions of academic journals (Archaeological Journal; Classical Quarterly; Bryn Mawr Classical Review, etc) are acceptable.

- CITE YOUR SOURCES. If you borrow someone’s words, cite the source. More often than not, plagiarism is accidental – notes are taken and not adequately cited, which then end up in the body of a paper (this is especially common when web sources are used). Ensure that you cite sources when you borrow someone’s ideas or interpretations. If in doubt, cite the source. See me if you’re unsure about what, how, or when to cite.

**PAPER REQUIREMENTS AND GUIDELINES**

**AN UPPER-LEVEL HISTORY RESEARCH PAPER WILL:**
- ask original questions and seek original conclusions.
- use primary sources.
- demonstrate analysis and synthesis, not merely summary and simple observation
- follow Turabian format.
- engage w/ academic debates and contrasting views of historians.
- use a minimum of eight sources, including scholarly journals and books.
- use the most current materials.
- use websites only for databases and primary source materials.
- be proofread, not merely spell-checked, and will be completed in multiple edited drafts.
- include a title.

**AN UPPER-LEVEL HISTORY RESEARCH PAPER WILL NOT:**
- plagiarize.
- summarize.
- avoid opinion and favor analysis.
- use uncritical or non-academic websites.
- be submitted in more than one class (in the same or later semesters).

**FORMATTING AND DOCUMENTATION – MANDATORY! – FOR ALL PAPERS!**
- Every paper must be typed, double-spaced, and printed in black ink.
- Every paper must be stapled, with numbered pages
• Every paper, unless otherwise stated, must meet stipulated minimum / maximum page lengths. Papers *not meeting* or *exceeding* page requirements will be graded a full grade off for every page under or over limit.

• Your name, course information, and your paper title must be included on the first page or on a separate cover page.

• Your paper should have 1" margins, and be typed in a reasonable font (10-12)

• All papers must include source quotations, which MUST BE CITED in footnotes or endnotes. Also include a bibliography (fine if included at bottom of final page).

• Papers making use of the web will be returned, ungraded, for revision.

• All papers must be submitted to the instructor on the due date in hard copy, not emailed, not on disk, and not promised to be delivered later. Do not ask for favors.

**LATE PAPER POLICY:**

• Any paper not submitted by the end of the class period will be considered a late paper. Papers delivered after class, papers left in office mailbox, papers left under office door – all late. Regardless of excuse – printer, roommate, car trouble, parking,… I don’t care.

• Thereafter, every day (including weekends) that the paper is late, the grade will be lowered by one full grade.
HIST 421 – ROMANS, CHRISTIANS, BARBARIANS
FALL 2011

STUDENT INFORMATION
Note that this information is for instructor use only and will not be shared.

Name: ____________________________________________________________

I prefer to be called: ______________________________________________

Email (that I use): ________________________________________________

Phone: __________________________________________________________

Major / Year:

Previous History coursework?

Disabilities / Conflicts (please inform me of any reasons which might cause you to routinely miss class (such as military, athletics, child-care, long commute) - note that official disabilities requiring assistance in class / test-taking must be reported to Student Services).

Anything else I should be aware of?

What question do you have about Late Antiquity or Europe? (not optional)
“Our military heritage is both deep and broad. It stretches back farther than written history allows us to peer, and it spans the globe. Although we would rather it weren’t, military history is the history of human civilization. Nothing you can think of today was not shaped by it. The boundaries of European countries, the slant of a Mongolian eye, Greek myths, the plays of Shakespeare, Islam, the location of Tokyo, the airplanes you fly in, the United States of America, the computers you use, the language you speak, the laws you live by, the year that man landed on the moon—all have been shaped by desperate struggles....There is so much here—bravery, brilliance, endurance, patriotism, love for a comrade. There is also stupidity, catastrophic wishful thinking, cowardice, panic. There is hate, self-sacrifice, duty, honor, indifference, greed, atheism, love of God, mutiny (justified and not), romance, nation-building, treachery, class-warfare, chance, horror, dignity....To learn how to embrace the best of these and shun the rest, these are lessons enough for a lifetime.” — Brook C. Stoddard, Editor, Military Heritage, August 1999

“It is well that war is so terrible. We should grow too fond of it.” — Robert E. Lee, December 1862.


Recommended: For useful definitions of military terms, see US Army Field Manual 101-5-1 at globalsecurity.org. See also Ronald Story’s Historical Atlas of World War II (Oxford, 2006). I highly recommend both the web-site and the atlas.

Supplemental Materials: Any materials which may, from time to time, be distributed to the class will also be regarded as required reading.

Attendance Policy: Be here—all the time. Evaluations: On-line with details TBA.

Contact Policy: E-mail will be sent to students’ addresses as indicated in the Summary Class List in MyCat.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as
having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at 227-2716 or 144 Killian Annex.

**Examinations:** There will be two regular examinations and a comprehensive Final Examination, but students will receive four examination-grades. On the Final Exam, students will have two options. Option 1: answer two questions and have them count as two separate exams. Option 2: combine two questions and have that answer count twice. In either case, there will be four grades, each counting 15% for a total of 60% of the semester’s grade.

*All examinations will be written in black or dark-blue ink and in Blue Books. Any work written otherwise will not be accepted.*

**Term-Essay:** All students will prepare a term-essay. Topics will be approved by the instructor NO LATER THAN FOURTH WEEK. Duplication of topics is not permitted. The due date for the term-essay is TBA via e-mail. The term-essay will constitute 40% of the final grade for the course.

**UNDERGRADUATE TERM-ESSAY SPECIFICATIONS AND OBJECTIVE**

1. The term-essay’s length (minimum of ten full pages) does not include title-pages, bibliographies, charts, graphs, illustrations, tables of contents, indexes, etc.
2. The term-essay must include a properly-formatted title-page.
3. The term-essay must include a properly-formatted bibliography or works-cited page.
4. The term-essay must include pagination.
5. The term-essay must include properly-formatted documentation in the form of either endnotes or footnotes. The latter are preferred. Parenthetical notes may not be used.
6. Authors of essays containing plagiarized material will be subject to disciplinary action taken in accordance with the University’s Academic Honesty Policy.
7. **The term-essay’s objective is:** **ANALYSIS, ANALYSIS, AND ANALYSIS**. A competent historical narrative is always welcome, but before good storytelling can occur (after all, that’s what good historical writing is), there has to be proper understanding of the “how and why.” How and why does military technology change in modern Europe? How and why does a country’s war-plan affect its decision to go to war or desist from it? How and why do political and military leaders make the decisions they make? How and why does tactical, operational, and/or strategic thinking evolve? How is military success defined and why must there be such definition? How and why do some military forces succeed and others fail? These are the sorts of questions that the successful term-essay addresses in this course.
**Graduate Student Requirements:** Students taking the course for graduate credit must meet all stated requirements. Term-essays for graduate students, however, will differ substantially. Topics will be developed under the close supervision of the instructor. Where possible and appropriate, these topics will be adapted to the student’s larger body of work leading to the thesis. While there is not a specified length for graduate students’ essays, it is understood that they will be approximately twice as long as undergraduate students’ papers. Annotated bibliographies must also be provided. Where possible and appropriate, graduate students may meet as a group with the instructor outside the normal class schedule.

**Syllabus:** Note - The following topics are scheduled provisionally. Alterations may occur due to holidays, inclement weather, et cetera.

Week 1: *The Historiography of Military History: Principal Modern Authors.* (Jomini, Adams, Delbrück, Fortescue, Marx, Paret, Parker, Rogers, Black, et al. Reading: *AirSea Battle 2010*, Executive Summary and Introduction.)

18 Jan: “The Art of War;” Jomini; Clausewitz; “vets vs civilians as mil historians.”  
20 Jan: Chars of total war: railways, C2, internal-combustion technology, 4-dimensional war, chemical warfare.  
27 Jan: Opening Phase 1914 – July and August.

Week 5: 8 Feb: WWI in the Air. 10 Feb: WWI Naval Warfare.

Week 6: 15 Feb: Exam #1. 17 Feb: Verdun, the Somme, Rumania 1916 and new operational concepts (attrition, tanks, beginnings of the creeping barrage, combined arms columns in Rumania [horses and armored cars])

Week 6-10: *Versailles and the Interwar Period. The Second World War, 1939-1941.* (Readings: Murray and Millett, Introduction and Chapters 1-6 [all], pp.234-249, pp.304-311; Buckley, Chapters 4-6; Creveld, Chapters 3-4; Keegan, Chapter 4.)

Week 10: Exam #2. **This exam will cover the chronology of the Second World War only up to the end of 1941.**

Weeks 11-15: *The Holocaust, the Second World War 1942-1945, and the Postwar Era.* (Readings: Murray and Millett, Chapters 14-16 [all], 19-20 [all], pp. 311-335, Epilogue; Buckley, Chapters 4-6 and 8; Creveld, Chapters 3-4 and 5; Keegan, Conclusion.)

Review and Final Examination. Date TBA.
HIST 431-01
Colonial America, 1492-1763
McKee 208  MWF 1:25-2:15

Info
Professor: Hunt Boulware
Office: 204B, McKee
Office Hours: MWF 9-10; 12:15-1:15, and by appointment
Email: hboulware@email.wcu.edu
Phone: Office: (828) 414-1681

Texts
Karen Ordahl Kupperman, *Major Problems in American Colonial History*
Peter Charles Hoffer, *The Brave New World: A History of Early America*
Anne Farrow, *Complicity: How the North Promoted, Prolonged, and Profited from Slavery*

Selected Readings

Grading
Attendance/discussion/quizzes (15%)  
Since nearly all of our meetings will include discussion, it is imperative that you come to class and evaluate the material beforehand in order to be successful in this course. As such, your attendance/participation grade is directly tied to your being in class AND taking part. Quizzes will be assigned and given as needed. I will drop the lowest quiz grade. There will be NO make-up for quizzes.

Papers (30%)  
You will write three papers in this course. See below for assignments and guidelines. HARD COPY ONLY.

Midterm (20%)  
Test materials will come from class discussions/lectures and required readings. Make-up tests are intended for students with a written medical excuse. If you miss an exam for a medical reason, you MUST have a written excuse from a doctor to makeup the test.

Research Paper (15%)  
You will write a research paper on the topic of your choice, so long as it corresponds to the period and subject of history we cover in this course. All papers must be typed, double-spaced, stapled, with standard font and margins, and at least 8 pages in length (not including title and bibliography pages). If you are as to unsure whether your topic of choice is relevant, please discuss it with me. RESEARCH PAPER IS DUE APRIL 29. HARD COPY ONLY
Late papers will be accepted at a penalty of one letter grade per day late (not per class day late)
No assignments will be accepted beyond the last day of class.

Final Exam (20%)
Test materials will come from class discussions/lectures and required readings. Make-up tests are intended for students with a written medical excuse. If you miss an exam for a medical reason, you MUST have a written excuse from a doctor to makeup the test.

Schedule

Week 1 (Jan 10-14) Atlantic Origins: Spanish Dominion
Background reading: Hoffer, Brave New World, Chapters 2 and 3 (pp. 41-94)

M: Introduction, syllabus
W: Europe and the Atlantic World in the 15th and 16th centuries
F: “The Letter of Columbus to Luis de Sant Angel Announcing his Discovery” (Webeat)

Week 2 (Jan 17-21) Atlantic Origins: England and France
Background reading: Hoffer, Brave New World, Chapter 4 (pp. 95-122)

M: No Class
W: Kupperman, “Richard Hakluyt Lists the Great Riches to be had in the Caribbean and the Ease of the Toppling the Spanish”;
PAPER 1 DUE

Week 3 (Jan 24-28) The Chesapeake
Background reading: Hoffer, Brave New World, Chapter 5 (pp. 123-148)

M: Kupperman, James Horn, “Tobacco and the Peopling of Virginia”
Kupperman, “John Smith Analyzes the Human Scene”; Kupperman, “Richard Frethorne Begs His Parents for Support”; Kupperman, “George Alsop Argues that Servants in Maryland have a Good Deal”; Kupperman, “Robert Beverley Points Out the Benefits of Servitude”
F: (Kupperman), Carr and Walsh, “The Experience of White Women in the Chesapeake”

Week 4 (Jan 31-Feb 4) New England
Background reading: Hoffer, Brave New World, Chapter 6 (pp. 157-188)
Week 5 (Feb 7-11)  The Middle Colonies

Background reading: Hoffer, Brave New World, Chapter 7 (pp. 189-218)

W: Kupperman, “Gottlieb Mittelberger Describes the System of Recruiting German Colonists and the Suffering they Endured”; Kupperman, Marianne Wokeck, “The Dynamics of German-Speaking Immigration to British North America”

Week 6 (Feb 14-18)  The Lower South

Background reading: Hoffer, Brave New World, Chapter 5 (pp. 148-156)

M: Kupperman, Jack P. Greene, “The Continuing Connection Between Barbados and South Carolina”; Kupperman, “Pelatiah Webster Describes the Uniqueness of Charleston”
W: Kupperman, “Persons Reduc’d to Poverty May be Happy in Georgia”; Kupperman, “William Byrd Praises the Plan for Georgia”
F: Kupperman, Daniel B. Thorpe, “Moravian Ideals and North Carolina Backcountry Realities”

Week 7 (Feb 21-25)  Daily Life in the Colonies

M: Hoffer, Brave New World, Chapter 11 (pp. 331-363)
W: Midterm
F: Sport in Early America

Week 8 (Feb 28-Mar 4)  Spring Break

NO CLASS
Week 9 (Mar 7-11)  
**Slavery: African and Caribbean Origins**

- **M:** Kupperman, “Olaudah Equiano Recalls his Enslavement”
- **W:** Walter Rodney, “African Societies were Transformed by the Slave Trade” (Webcat); John Thornton, “African Societies Voluntarily Participated in the Slave Trade” (Webcat)
- **PAPER 2 DUE**
- **F:** NO CLASS

Week 10 (Mar 14-18)  
**Slavery: American Colonies**

- **M:** Sugar Slaves
- **W:** Tobacco Slaves Kupperman, “‘The Reverend Hugh Jones Describes Virginia Slavery in 1724’”; Edmund Morgan, “Work and Culture: The Task System and the World of Lowcountry Blacks (Sections 1 and 2)” (Webcat)
- **F:** Rice Slaves

Week 11 (Mar 21-25)  
**Slavery: American Colonies**

- **M:** Farrow, Complicity
- **W:** Farrow, Complicity
- **F:** Farrow, Complicity

Week 12 (Mar 28-Apr 1)  
**Economic Boom**

Background reading: Hoffer, Brave New World, Chapter 12 (pp. 364-394)

- **M:** Carole Shammas, “How Self-Sufficient was Early America” (Webcat)
- **W:** Kupperman, T. H. Breen, “Consumption, Anglicization, and the Formation of American Identity”

Week 13 (Apr 4-8)  
**Imperial Crisis**

Background reading: Hoffer, Brave New World, Chapter 13 (pp. 395-422)

- **M:** Kupperman, Warren R. Hofstra, “British Imperial Policy and the Frontier”
- **W:** Kupperman, “The Albany Plan of Union”; “Sir William Confers with Iroquois Leaders, 1762”
- **F:** Elizabeth Fenn, “Biological Warfare in Eighteenth-Century North America: Beyond Jeffrey Amherst” (pp. 1552-1558) (Webcat); Fred Anderson, “Friction Between Colonial Troops and British Regulars” (Webcat)

Week 14 (Apr 11-15)  
**Crisis of Empire**

Background reading: Hoffer, Brave New World, Chapter 14 (pp. 423-455)
W: The Acts
F: Edmund S. Morgan, “The Assertion of Parliamentary Control and its Significance” (Webcat)
PAPER 3 DUE

Week 15 (Apr 18-22)  Crisis of Empire

Background reading: Hoffer, Brave New World, Chapter 14 (pp. 423-455)

M: Thomas Paine, “Common Sense” (Webcat)
W: No Class
F: No Class

Week 16 (Apr 25-29)  End of the Empire

Background reading: Hoffer, Brave New World, Chapter 15 (pp. 456-480)

M: Robert Middlekauff, “Why Men fought in the American Revolution” (Webcat)
W: Prelude to War
F: REVIEW for Final
RESEARCH PAPER DUE

Guidelines for Papers

Your will write 3 papers in this course. All papers must be typed, double-spaced and stapled (standard font and margins). Papers must be at least 3 pages in length. Late papers will be penalized 1 letter grade per day late (NOT per class day late.)

PAPER 1 (January 19)
Nicholas P. Canny, “In Search of a Better Home”; Colin Calloway, “New Peoples and New Societies”. Discuss the primary thesis of both articles, and compare and contrast Canny’s and Calloway’s arguments. (3 PAGES)

PAPER 2 (March 9)
Walter Rodney, “African Societies were Transformed by the Slave Trade”; John Thornton, “African Societies Voluntarily Participated in the Slave Trade.” Discuss the primary thesis of both articles, and compare and contrast Thornton’s and Rodney’s arguments. (3 PAGES)

PAPER 3 (APRIL 25)
Robert Middlekauff, “Why Men fought in the American Revolution” (Webcat). Discuss the primary thesis and major arguments of Middelkauff’s article (3 PAGES)

Papers will be graded on the following criteria:
1. clarity of writing (grammar, essay organization, etc.)
2. use of sources to defend your answers (number and quality of evidence)
3. development of answers; sophistication of response
[Note: I am not interested in your opinions. I am interested in your arguments and the defense of these arguments using evidence from the documents and essays.]

Other

My door is always open, so please contact at any point with any questions or issues you might have.

Extra credit: Persons wishing to earn extra points toward their final grade (maximum two points) can put together a project which combines a visit (either virtual or in person) to an historical site, an 8 page paper (double-spaced), and a power point presentation (combining audio, video, and/or photos/pictures/paintings (not presented aloud)) of the subject. You may choose any topic related to early America (clear with me if you’re unsure). Choose a location relevant to your topic (perhaps Jamestown if you are examining early settlement, Boone Hall Plantation if your area is slavery, or the Mountain Heritage Center if on Native America.) I want your paper to examine the historical importance of the subject and of the site you choose, and your power point to include at least 20 visual slides which complement your written paper. In your paper I want you to also discuss how important you believe historical preservation to be, and of the efforts/methods undertaken by your location to preserve its history (Some questions to consider: how is it funded? How well does it tell its story, and bring history alive? Is the manner of its presentation more visual, oral, and/or written? What, ultimately, did you gain from this project, particularly from a public history standpoint?)

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You may also visit the office’s website: http://www.wcu.edu/12789.asp

Academic Dishonesty: This is a fancy term for cheating. DO NOT CHEAT. I will strictly enforce the University’s policy as outlined below. Any students caught cheating, or plagiarizing, will suffer the consequences of their actions by receiving an F for the assignment in question, foremost, and whatever further action the department deems necessary. I would strongly advise you NOT to cut and paste from the internet for any written work, as this form of cheating is particularly easy to catch.

Academic Honesty Policy
Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. Cheating—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. Fabrication—Intentional falsification of information or citation in an academic exercise.
c. **Plagiarism**—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.

d. **Facilitation of Academic Dishonesty**—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head, and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction.

**Attendance policy:**

I follow the universities guidelines for attendance. See:

[http://www.wcu.edu/WebFiles/PDFs/ClassAttendancePolicy_IV_Revised_3-20-08.pdf](http://www.wcu.edu/WebFiles/PDFs/ClassAttendancePolicy_IV_Revised_3-20-08.pdf)

If you miss more than 5 classes, your final grade will be reduced by one-half letter per absence thereafter. **University excused absences do not count against you.**
Dr. Andrew Denson  
McKee 203B  
denson@email.wcu.edu  
(828) 227-3867

Spring 2011 Office Hours: MTWR, 3:30-5pm (or by appointment)

**The best way to contact me is by email, which I check frequently**

Objectives

Welcome to "The Young Republic," a course examining United States history from about 1790 to 1850. I have designed this class to help students:

- Understand the major events and themes of the New Republic and Jacksonian Eras
- Understand the development (and limits) of American democracy in this period
- Recognize historical contingency (i.e., recognize that the developments of this era were not inevitable or pre-ordained)
- Gain an introductory understanding of the historiography of the New Republic and Jacksonian Eras
- Consider parallels and differences between the public issues of the "Young Republic" and those of our own time
- Improve their skills at writing, historical research, textual analysis, verbal communication, and critical thinking

Books and Reading Assignments

Joseph Ellis, Founding Brothers  
R. David Edmunds, The Shawnee Prophet  
Sean Wilentz and Paul Johnson, The Kingdom of Matthias  
Harry Watson, Liberty and Power

Watson is the rental text. The rest are available for sale at the WCU bookstore. You can find inexpensive used copies at online book sellers, as well. You will need the Joseph Ellis book immediately.

Additional assigned readings will be available via WebCat, as indicated in the schedule below.

Reading assignments must be completed before the assigned class period. Most class meetings will have some activity based on the reading – a short in-class writing assignment, for example, or a small-group exercise – so it is vital that you come to class prepared. You should bring the assigned reading to class (or at least your notes on the reading).

Course Format

Like most 400-level history classes, this course emphasizes discussion and small-group work over lecture. I will lecture occasionally, but more often I will rely upon students to do the talking. I will be calling on you (yes, you!), so be ready. If you are engaged and active, you will most likely do well in the class, and the class as a whole will be more successful.

Attendance and Participation

You must attend all class meetings. I will track your attendance and reduce your
grade by 10 points per class if you miss more than two meetings in the semester. Moreover, I make notes on student participation, and, obviously, if you are not present you cannot participate. Missed classes will result in a diminished participation grade, which will, in turn, undermine your semester grade.

Participation grades will reflect contributions to discussion, work in small-group exercises, and in-class writing. I have posted a participation evaluation rubric on WebCat.

**Exams - Synthesis and Interpretation**

You will sit two exams, a midterm and a final. The exams will consist of essay questions on the broad themes of the course. Questions will be designed to test your critical thinking skills and your ability to draw connections among the various course materials. On the days indicated in the semester schedule, I will give you a list of potential exam questions. On the exam day, I will select several of these questions - three for the midterm and four for the final. You will write essays answering two questions on the midterm and three on the final. The final exam will emphasize material encountered since the midterm, but some questions will allow you to draw upon earlier material, as well.

**Writing Assignments - Interpretation and Research**

You will write three short essays (about three pages each) tied to particular in-class discussion topics and exercises. For each, you must give a clear specific answer to the assigned question, and you must support your answer. I will take some time during the semester to discuss common problems in student writing and ways to improve. Detailed assignment sheets will be posted to WebCat.

You will also be writing a short research paper (2000 words minimum) on an individual of your choice who lived during this period. Your research must incorporate substantial primary source analysis. I have posted a more detailed assignment sheet to WebCat.

I will accept late writing, but I will reduce the mark by one grade per day.

**Semester Grades**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Essays</td>
<td>25 pts</td>
<td>(75 total)</td>
</tr>
<tr>
<td>Midterm</td>
<td>100 pts</td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td>150 pts</td>
<td></td>
</tr>
<tr>
<td>Research Paper</td>
<td>100 pts</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>75 pts</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>500 pts</strong></td>
<td></td>
</tr>
<tr>
<td>A+</td>
<td>490-500</td>
<td>C+ 390-399</td>
</tr>
<tr>
<td>A</td>
<td>461-489</td>
<td>C 361-389</td>
</tr>
<tr>
<td>A-</td>
<td>450-460</td>
<td>C- 350-360</td>
</tr>
<tr>
<td>B+</td>
<td>440-449</td>
<td>D+ 340-349</td>
</tr>
<tr>
<td>B</td>
<td>411-439</td>
<td>D 311-339</td>
</tr>
<tr>
<td>B-</td>
<td>400-410</td>
<td>D- 300-310</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F 0-299</td>
</tr>
</tbody>
</table>

**A Note About Grades**

A's are relatively rare in WCU history classes. To receive an A, you must perform at an excellent level throughout the semester and in all areas of the class. An A is particularly difficult to earn on essays and essay exams. When writing essays, you should not think of yourself as starting with 100 percent and then losing points as you make mistakes. Rather, you should think of yourself as starting with an average grade (in my classes, this is usually a high C) and then moving up or down according to your performance. I don't fail too many students, but I give few A's.
A grade of B reflects proficient and competent work throughout the semester and in all areas of the class. A grade of C usually reflects basic performance throughout the semester or uneven performance. A D is defined as poor, but still passing, work.

Academic Honesty

Western Carolina University, a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes the following:

A. Cheating. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
B. Fabrication. Falsification or invention of information or citation in an academic exercise.
C. Plagiarism. Representing the words or ideas of someone else as one’s own in an academic exercise.
D. Facilitation of Academic Dishonesty. Helping or attempting to help someone else to commit an act of academic dishonesty, such as allowing another to copy information during an examination or other academic exercise.

(Source: 2010-2011 Undergraduate Catalog, catalog.wcu.edu)

If I find you have cheated or plagiarized, I will give you an F for the course (you will not be able to withdraw). I will also report the violation to my department head, who may recommend taking the matter to the college dean and the student affairs office for further action.

The Way to Get a Good Grade in This Class

Work steadily, complete all of the reading on time, and participate in class discussion and exercises. Remember that participation requires advanced planning. You should come to class prepared with questions or points that you want to raise in discussion.

Seeking Help Promptly

If you find yourself falling behind or feeling overwhelmed, seek help promptly. Often students wait to find assistance until it is too late to avoid a poor grade. Schedule a meeting with me, come by during office hours, or contact one of the academic support offices, such as the writing center (227-7197) or tutoring center (227-2274). Depending on the circumstances, you may also want to consider contacting the counseling center (227-7469).

Mobile Phones, Texting, etc.

All mobile phones and other electronic communication devices must remain off during class. If your phone becomes a nuisance to me (and phones annoy me easily), I will lower your semester grade. If the trouble persists, I will ask you to withdraw from class. That goes for texting in class. I can almost always see you doing it, and it makes you look quite stupid. You are welcome to use a laptop in class (especially now that the university lacks the money for paper), but you may not use it for any purpose other than class activities. If you violate this policy, I will lower your grade substantially.

Accommodations for Students with Disabilities

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential.
Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You may also visit the office's website: [http://www.wcu.edu/12789.asp](http://www.wcu.edu/12789.asp)

Semester Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 11</td>
<td>Course Intro</td>
<td></td>
</tr>
<tr>
<td>Jan 13</td>
<td>The Duel / Discussion of Research Topics</td>
<td>Reading: Ellis, 1-47</td>
</tr>
<tr>
<td>Jan 18</td>
<td>Anxious Founders</td>
<td>Reading: Ellis, 48-161</td>
</tr>
<tr>
<td>Jan 20</td>
<td>Conflicting Visions</td>
<td>Reading: Ellis, 162-248; Documents of the 1790s party wars</td>
</tr>
<tr>
<td>Jan 25</td>
<td>Ending Slavery</td>
<td></td>
</tr>
<tr>
<td>Jan 27</td>
<td>Preserving the Republic / Republican Culture</td>
<td><em>Short Essay Due</em></td>
</tr>
<tr>
<td>Feb 1</td>
<td>Jeffersonian Triumph</td>
<td>Reading: Risjord, <em>Jefferson's America</em>, 323-360 (WebCat)</td>
</tr>
<tr>
<td>Feb 3</td>
<td>The (Civil) War of 1812</td>
<td>Reading: Risjord, <em>Jefferson's America</em>, 361-405 (WebCat)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Research Paper Proposal and Working Bibliography Due</em></td>
</tr>
<tr>
<td>Feb 8</td>
<td>The Long War</td>
<td>Reading: Edmunds, 3-93</td>
</tr>
<tr>
<td>Feb 10</td>
<td>The Headman's Dilemma</td>
<td><em>Short Essay Due</em></td>
</tr>
<tr>
<td>Feb 15</td>
<td>Prophecies and Confederations</td>
<td>Reading: Edmunds, 94-190</td>
</tr>
<tr>
<td>Feb 17</td>
<td>Alternatives</td>
<td><em>Midterm Questions List Distributed</em></td>
</tr>
<tr>
<td>Feb 22</td>
<td>NO CLASS (ADVISING DAY)</td>
<td></td>
</tr>
<tr>
<td>Feb 24</td>
<td><em>Midterm Exam</em></td>
<td></td>
</tr>
<tr>
<td>Mar 1</td>
<td>NO CLASS (SPRING BREAK)</td>
<td></td>
</tr>
<tr>
<td>Mar 3</td>
<td>NO CLASS (SPRING BREAK)</td>
<td></td>
</tr>
<tr>
<td>Mar 8</td>
<td>Economic Transformations / The Mill Girl's Dilemma</td>
<td>Reading: Watson, 3-41; Lowell Documents</td>
</tr>
<tr>
<td>Mar 10</td>
<td>The Awakening</td>
<td></td>
</tr>
<tr>
<td>Mar 15</td>
<td>Elijah Pierson and Robert Matthews</td>
<td>Reading: Johnson and Wilentz, 3-90</td>
</tr>
<tr>
<td>Mar 17</td>
<td>The Kingdom</td>
<td>Reading: Johnson and Wilentz, 91-179</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Short Essay Due</em></td>
</tr>
<tr>
<td>Mar 22</td>
<td>Other (Far More Successful) Movements</td>
<td></td>
</tr>
<tr>
<td>Mar 24</td>
<td>Who Were the Jacksonian Democrats (and Why Does Anyone Care)?</td>
<td>Reading: Watson, 42-131</td>
</tr>
</tbody>
</table>

NATIVE AMERICAN RESISTANCE

MARKET REVOLUTION AND RELIGIOUS REVIVAL

JACKSONIAN AMERICA
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 29</td>
<td>Cherokee Dilemma</td>
<td>Removal crisis documents (WebCat)</td>
<td></td>
</tr>
<tr>
<td>Mar 31</td>
<td>Removal in WNC</td>
<td>WNC Removal documents (WebCat)</td>
<td></td>
</tr>
<tr>
<td>Apr 5</td>
<td>Slavery In American History</td>
<td>Kolchin, American Slavery, 93-132 (WebCat)</td>
<td></td>
</tr>
<tr>
<td>Apr 7</td>
<td>NO CLASS (NCPH CONFERENCE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 12</td>
<td>Paternalism Question</td>
<td>Faust, James Henry Hammond and the Old South, 69-104 (WebCat)</td>
<td></td>
</tr>
<tr>
<td>Apr 14</td>
<td>Slave Community and Consciousness</td>
<td>Levine, &quot;Slave Songs and Slave Consciousness,&quot; and &quot;Some Go Up, Some Go Down,&quot; The Unpredictable Past, 35-58, 59-77 (WebCat)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Research Papers Due</em></td>
<td></td>
</tr>
<tr>
<td>Apr 19</td>
<td>Monster Bank</td>
<td>Watson, 132-171</td>
<td></td>
</tr>
<tr>
<td>Apr 21</td>
<td>NO CLASS (EASTER)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 26</td>
<td>The Second Party System</td>
<td>Watson, 172-197</td>
<td><em>Final Exam Questions List Distributed</em></td>
</tr>
<tr>
<td>Apr 28</td>
<td>Slavery and the West</td>
<td>Watson, 198-253</td>
<td></td>
</tr>
<tr>
<td>May 2 (Mon)</td>
<td></td>
<td></td>
<td><em>Final Exam</em></td>
</tr>
</tbody>
</table>
Welcome to History 433/533, The Young Republic, 1800-1848!

Course Objectives: At the end of the course, you will:

a. Understand the major social, political, and economic themes in American history from 1800 to 1848.
b. Appreciate the diverse culture of antebellum America, and understand its implications.
c. Understand the major historiographical schools of this period in American history.
d. Understand the importance of this period for future periods in American history.

Class Presentation: This course will investigate this period through lectures, class discussions, films, outside readings, and student research. That means you must come to class prepared, with all assigned readings completed, and responses to discussion questions prepared. Failure to do so will affect your participation grade.

Books:

Walter Lord, The Dawn’s Early Light (1972)
Sean Wilentz, Major Problems in the Early Republic, 1787-1848 (1992)

Graduate Students Only


**Book Reviews:** You will read and review all assigned books. These reviews will be no longer than 750 words (approximately 3 pages), and **must** conform to generally accepted standards for professional book reviews. That means they must strike a balance between summarizing the book’s content, analyzing the author’s argument, and assessing the book’s general readability and importance. If you disagree with the author’s thesis, say so! Your challenge is to take these authors to task by giving them each a thorough critique. Attached is a sample book review from the *Journal of Southern History* to give you an example of the type of review I am looking for.

**Research Paper:** You will be required to complete a paper on an approved topic. See separate sheet for specific instructions.

**Assignments Papers:** Assignments are due on the date listed on this syllabus. You will be penalized 20 points for each day the work is late. Late is defined as after class begins on the due date. Emergency exceptions will be handled on a case-by-case basis.

**Exams:** There will be a midterm and a final in this course. Exams will be essay in format and the final will be comprehensive. These exams will require you to use material from class discussions, outside readings, and lectures together with your own critical thinking and interpretative skills.

**Graduate Students:** Graduate students have a separate grading scale and additional course requirements. See the graduate student supplement to this syllabus.

**Attendance:** I expect you to attend class. Class discussions and participation are fundamental aspects of this course, and you cannot be successful if you do not attend. I reserve the right to reduce your participation grade 10 points for each absence beyond three class meetings.

**Academic Dishonesty:** Academic dishonesty in any form will not be tolerated. Cases will be handled in accordance with University policy. See the Student Handbook for more information. If you have questions about what constitutes academic dishonesty, see me. The penalties for academic dishonesty range from a zero for the assignment to failing the course.

**Special Accommodations:** Students requiring special accommodations should visit Student Support Services for a referral. I will arrange all necessary accommodations.

**Final Exam:** 8:30, Thursday, 12 December 2002.
Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lord Review</td>
<td>100</td>
<td>A</td>
<td>940-1000</td>
</tr>
<tr>
<td>Oates Review</td>
<td>100</td>
<td>A-</td>
<td>900-939</td>
</tr>
<tr>
<td>Johnson Review</td>
<td>100</td>
<td>B+</td>
<td>870-899</td>
</tr>
<tr>
<td>Research Paper</td>
<td>200</td>
<td>B</td>
<td>840-869</td>
</tr>
<tr>
<td>Presentation</td>
<td>100</td>
<td>B-</td>
<td>800-839</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>150</td>
<td>C+</td>
<td>770-799</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150</td>
<td>C</td>
<td>740-769</td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
<td>C-</td>
<td>700-739</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D+</td>
<td>670-699</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>640-669</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D-</td>
<td>600-639</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>Below 600</td>
</tr>
</tbody>
</table>

1000 points

Note: “CC” (Composition Conditional) grades will be given to students who do not meet class standards in written work.

Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject/Questions/Points to Ponder</th>
<th>Assigned Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 August</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>23 August</td>
<td>The New Nation Faces the Future</td>
<td></td>
</tr>
<tr>
<td>26 August</td>
<td>Interpretations of the Young Republic</td>
<td>Wilentz, Chap. 1 (All Reading assignments refer to the Wilentz text).</td>
</tr>
<tr>
<td>28 August</td>
<td>The Constitution and the New Nation</td>
<td>Hamilton, 25; Madison, 27; Kramnick, 40; Young, 53;</td>
</tr>
<tr>
<td></td>
<td>a. What constitutional questions faced the new nation?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. What constitutional principles governed political debate?</td>
<td></td>
</tr>
<tr>
<td>30 August</td>
<td>The First Party System</td>
<td>Two Anti-Federalists, 30; Pinckney, 32; Hamilton, 33; National Bank, 35, Madison, 38; Chap. 3, all documents; Appleby, 75.</td>
</tr>
<tr>
<td></td>
<td>a. What were the founding principles of the first political parties?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Was party formation inevitable?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. In what ways did the new parties reflect American culture?</td>
<td></td>
</tr>
<tr>
<td>2 September</td>
<td>Labor Day Holiday</td>
<td></td>
</tr>
<tr>
<td>3 September</td>
<td>Library Tour and Ideas for Papers</td>
<td></td>
</tr>
<tr>
<td>4 September</td>
<td>Ideas for Papers</td>
<td></td>
</tr>
<tr>
<td>6 September</td>
<td>Society and Culture of the 1790s</td>
<td>Federalist Papers, 73; The Kentucky Resolutions, 71.</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>9 September</td>
<td>Slavery at the Dawn of the 19th Century</td>
<td>Ashworth, 84; Nieman, 49; Confessions of Ben, 126; Free Blacks Appeal, 127.</td>
</tr>
<tr>
<td></td>
<td>a. In what was slavery changing in America before Jefferson?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. What problems did free blacks face?</td>
<td></td>
</tr>
<tr>
<td>11 September</td>
<td>Who Was Jefferson?</td>
<td>Jefferson on Reconciliation, 91; Hofstadter, 102; McDonald, 106; Two Politicians on Jefferson, 93.</td>
</tr>
<tr>
<td></td>
<td>a. What were the ideological roots of Jefferson's political ideas?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Was Jefferson a representative man for his generation?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. How did his personality effect his policies?</td>
<td></td>
</tr>
<tr>
<td>13 September</td>
<td>Jefferson and Domestic Politics</td>
<td>Republican Womanhood, 118; Jefferson on Indians and Blacks, 122; Jefferson Displays…, 130; The Practice of Jeffersonian Benevolence, 131; Shawnee Parable, 132; Sheehan, 138; Merrell, 142.</td>
</tr>
<tr>
<td></td>
<td>a. What were Jefferson's policies toward Native American affairs?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. What domestic issues did Jefferson face?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Was he an effective domestic leader?</td>
<td></td>
</tr>
<tr>
<td>16 September</td>
<td>Jefferson and Foreign Policy</td>
<td>Livingston, 94; Jeffersonian Constitutionalism, 96; Contemporary Views…, 100; McCoy, 109.</td>
</tr>
<tr>
<td></td>
<td>a. What foreign policy issues did Jefferson face?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. How closely did Jefferson follow his own ideology in solving these issues? Why?</td>
<td></td>
</tr>
<tr>
<td>18 September</td>
<td>Life in Jefferson’s America</td>
<td>Lewis, 133.</td>
</tr>
<tr>
<td></td>
<td>a. How did life in America change during the first decade of the 19th century?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Was society becoming more cohesive or more divided? Why?</td>
<td></td>
</tr>
<tr>
<td>Paper Topics Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 September</td>
<td>Causes of the War of 1812</td>
<td>Chap. 6. all documents and essays.</td>
</tr>
<tr>
<td></td>
<td>a. Was the War of 1812 inevitable?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. What issues were at stake?</td>
<td></td>
</tr>
<tr>
<td>23 September</td>
<td>Discussion of Lord, The Dawn's Early Light</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review Due</td>
<td></td>
</tr>
<tr>
<td>25 September</td>
<td>Emergence Sectionalism – The North</td>
<td>Chap. 7, all documents</td>
</tr>
<tr>
<td></td>
<td>a. In what ways was northern society distinctive?</td>
<td></td>
</tr>
<tr>
<td>27 September</td>
<td>Capitalism and Early Industrialization</td>
<td>Bruchey, 212; Wilentz, 220; Stansell, 227.</td>
</tr>
<tr>
<td></td>
<td>a. What was the “market revolution?”</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>30 September</td>
<td>Emergent Sectionalism – The West</td>
<td>b. Why did northern economic take the path it did?</td>
</tr>
<tr>
<td></td>
<td>a. What role did the West play in early 19th century America?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Where was “the West?”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. What made it distinctive?</td>
<td></td>
</tr>
<tr>
<td>2 October</td>
<td>Political Culture Exam</td>
<td><strong>Midterm Exam</strong></td>
</tr>
<tr>
<td>4 October</td>
<td>Political Culture After Jefferson</td>
<td>a. Was the political era after Jefferson an “Era of Good Feelings?”</td>
</tr>
<tr>
<td></td>
<td>b. What changes occurred during this period?</td>
<td>b. Why was this period crucial to American political development?</td>
</tr>
<tr>
<td></td>
<td>c. Why was this period crucial to American political development?</td>
<td></td>
</tr>
<tr>
<td>7 October</td>
<td>Fall Break</td>
<td></td>
</tr>
<tr>
<td>9 October</td>
<td>Emergent Sectionalism – The South</td>
<td>a. In what ways was southern society distinctive?</td>
</tr>
<tr>
<td>11 October</td>
<td>The Missouri Compromise</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Why was the Missouri Compromise important?</td>
<td>b. What issues, constitutional and otherwise, were at stake?</td>
</tr>
<tr>
<td>14 October</td>
<td>The Economics of Slavery</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Was slavery profitable? Why?</td>
<td>b. Did slavery stifle other forms of economic development?</td>
</tr>
<tr>
<td></td>
<td>b. Did slavery stifle other forms of economic development?</td>
<td>c. Was slavery a capitalist enterprise?</td>
</tr>
<tr>
<td>16 October</td>
<td>The Ruling Race</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. How did slavery shape white southerners of all economic classes?</td>
<td>a Planter Instructs His Son, 239; Hammond's Instructions, 240; Southerners’ Commentaries, 246; Yeoman Egalitarianism, 256; Fredrickson, 273.</td>
</tr>
<tr>
<td></td>
<td>b. Did southerners of all classes support slavery? Why?</td>
<td></td>
</tr>
<tr>
<td>18 October</td>
<td>The Slave and Slave Society</td>
<td>Accounts of Slavery, 257; Free Blacks Petition the State of Virginia, 253; Levine, 279.</td>
</tr>
<tr>
<td></td>
<td>a. How did slaves cope with their fate?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. What was life like for slaves? In what ways did it differ?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Why is slave culture important?</td>
<td></td>
</tr>
<tr>
<td>21 October</td>
<td>Discussion of Oates, <em>The Fires of Jubilee</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Review Due</strong></td>
<td></td>
</tr>
<tr>
<td>23 October</td>
<td>The Age of Jackson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Why was Jackson so important as a</td>
<td>Character of Jackson, 374; The Political Cultures of a Presidential</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Question</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>25 October</td>
<td>Nullification</td>
<td>a. What were the ideological origins of the crisis? What issues were at stake?</td>
</tr>
<tr>
<td>25 October</td>
<td>Nullification</td>
<td>b. Which side emerged victorious? Is that important?</td>
</tr>
<tr>
<td>28 October</td>
<td>The Trail of Tears</td>
<td>a. What was Jackson’s justification for removal?</td>
</tr>
<tr>
<td>28 October</td>
<td>The Trail of Tears</td>
<td>b. What does removal indicate about the place of Native Americans in antebellum society?</td>
</tr>
<tr>
<td>30 October</td>
<td>Life In Jackson’s America</td>
<td>a. Was this the “age of the common man?” Why or Why not?</td>
</tr>
<tr>
<td>30 October</td>
<td>Life In Jackson’s America</td>
<td>b. Who were the Whigs? What did they believe?</td>
</tr>
<tr>
<td>1 November</td>
<td>Abolitionism and Reaction</td>
<td>b. How did the abolitionist challenge change the way southerners defended slavery?</td>
</tr>
<tr>
<td>4 November</td>
<td>Religious Reawakening</td>
<td>a. What forces caused the religious revivals of the 1830s and 1840s?</td>
</tr>
<tr>
<td>4 November</td>
<td>Religious Reawakening</td>
<td>b. What effects did they have on society?</td>
</tr>
<tr>
<td>6 November</td>
<td>Reform Movements</td>
<td>a. Why is the 1830 and 1840 such a period of reform?</td>
</tr>
<tr>
<td>6 November</td>
<td>Reform Movements</td>
<td>b. Which issues were most important? Why?</td>
</tr>
<tr>
<td>8 November</td>
<td>Class Cancelled, Southern Historical Association Meeting</td>
<td></td>
</tr>
<tr>
<td>11 November</td>
<td>Discussion of Johnson, A Shopkeeper's Millennium</td>
<td></td>
</tr>
<tr>
<td>13 November</td>
<td>Romanticism</td>
<td>a. What were the governing principles of Romanticism?</td>
</tr>
<tr>
<td>13 November</td>
<td>Romanticism</td>
<td>b. How did it reflect antebellum American values, concerns, etc.?</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 15 November  | Manifest Destiny  
a. Why was manifest destiny such an important part of American culture? | Chap. 9, all documents except Coles; Swierenga, 313; Faragher, 318; Sullivan, 525; Graebner, 551. |
| 18 November  | Mr. Polk’s War  
a. What caused the war?  
b. What were its effects? | Polk’s War Message, 528; Expression of War Fever, 532; A Mexican View of the War, 534; Whitman, 540; Sumner, 542; Calhoun, 544. |
| 20 November  | Political Fissures  
a. How did the Mexican war alter political alignments? | The Wilmot Proviso, 538; Party Platforms, 1848, 547. |
| 22 November  | William Lowdnes Yancey’s Walk into History                 |                                                                            |
| 25 November  | Paper Presentations                                       |                                                                            |
|              | **Research Papers Due**                                   |                                                                            |
| 27 November – 1 December | Thanksgiving                                               |                                                                            |
| 2 December   | Paper Presentations                                       |                                                                            |
| 4 December   | Paper Presentations                                       |                                                                            |
| 6 December   | Paper Presentations                                       |                                                                            |
| 9 December   | Review                                                    |                                                                            |
Welcome to History 434, The Civil War and Reconstruction! This course explores one of the most pivotal periods in American history. Like Gaul, this course is divided into three parts. The first examines the origins of the sectional conflict, the second the war itself, and the third Reconstruction.

Course Objectives: At the end of the course, you will:

a. Understand the causal forces that effected the coming of the war
b. Understand the social, political, and economic ramifications of the war
c. Grasp the ways in which different strategies and tactics influenced the war’s outcome
d. Understand the origin, course, and effects of Reconstruction
e. Be able to critically evaluate the place of the Civil War and Reconstruction in the larger context of American history
f. Apply the skills of historical research to a topic from this period

Class Presentation: This course will investigate the Civil War and Reconstruction through lectures, class discussions, applied research, outside readings, and student research. That means you must come to class prepared, with all assigned readings completed, and responses to discussion questions prepared. Failure to do so will affect your participation grade. If you fail to come to class prepared, I reserve the right to ask you to leave.

Expectations: What can you expect of me? I’m here to help you learn. If you need help, let me know, and I’ll do my best to make sure you understand course material and do well in our class. I’ll come to class prepared, grade you as fairly as I can (but remember, I am not infallible), and I’ll try to make our class stimulating, fun, and create an environment in which all can learn. From you, I expect you to take responsibility for learning independently. That means, come to class prepared, bring discussion questions to class, participate once you’re there, and dedicate time for our class assignments. If you do those
things, you will be successful, and the class will be, too. Let’s work together to have a good class!

**Discussion Questions and Answers:** Prior to each class meeting, I expect you to complete the reading assigned for that day. I expect you to be able to address the discussion questions listed on the syllabus. I also expect you to write out 5-7 discussion questions based on the days’ reading. These can be points to think about, issues to clarify, or interpretations with which you disagree. Bring these to each class meeting. I reserve the right to take these up, evaluate them, and use them in helping me determine your participation grade.

**Books:**

- James McPherson, *Ordeal By Fire* (Rental Text)
- Stephen Ash, *A Year in the South*
- Charles Dew, *Apostles of Disunion*
- Drew Gilpin Faust, *This Republic of Suffering*
- LeeAnn Keith, *The Colfax Massacre*
- James McPherson, *Crossroads of Freedom*

**Book Reviews:** You will read and review five supplementary books (Dew, Ash, McPherson, Faust, and Keith). These reviews will be approximately 500 or so words in length, fit on one single-spaced page, and must conform to generally accepted standards for professional book reviews. The heading should be the standard bibliographical citation in Chicago style. These reviews must strike a balance between summarizing the book’s content, analyzing the author’s argument, and assessing the book’s general readability and importance. **Your focus should be on analysis!** If you disagree with the author’s thesis, say so! Your challenge is to take these authors to task by giving them each a thorough critique. Attached is a sample book review from the *Journal of Southern History* to give you an example of the type of review I am looking for.

**Research Project:** See attached sheet.

**Late Papers:** Papers are due on the date listed on this syllabus. You will be penalized 20 points for each day the work is late. Late is defined as after class begins on the due date. Emergency exceptions will be handled on a case-by-case basis.

**Exams:** There will be a midterm and a final in this course. Exams will be essay in format and the final will be comprehensive. These exams will require you to use material from class discussions, outside readings, and lectures together with your own critical thinking and interpretative skills.

**Final Exam:** Thursday, 5 May 2011, 12:00

**Attendance:** I expect you to attend class. Class discussion and participation is a fundamental aspect of this course, and you cannot be successful if you do not attend. I
reserve the right to reduce your participation grade 20 points for each absence beyond two class meetings.

**Academic Dishonesty:** Academic dishonesty in any form will not be tolerated. Cases will be handled in accordance with University policy. See the Student Handbook for more information. If you have questions about what constitutes academic dishonesty, see me.

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office’s website: [http://www.wcu.edu/12789.asp](http://www.wcu.edu/12789.asp)

<table>
<thead>
<tr>
<th>Grading:</th>
<th>Grading Scale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Review 1 -</td>
<td>A - 940-1000</td>
</tr>
<tr>
<td>Book Review 2 -</td>
<td>A- - 900-939</td>
</tr>
<tr>
<td>Book Review 3 -</td>
<td>B+ - 870-899</td>
</tr>
<tr>
<td>Book Review 4 -</td>
<td>B  - 840-869</td>
</tr>
<tr>
<td>Book Review 5 -</td>
<td>B- - 800-839</td>
</tr>
<tr>
<td>Midterm -</td>
<td>C+ - 770-799</td>
</tr>
<tr>
<td>Final -</td>
<td>C  - 740-769</td>
</tr>
<tr>
<td>Research Paper -</td>
<td>C- - 700-739</td>
</tr>
<tr>
<td>Participation -</td>
<td>D+ - 670-699</td>
</tr>
<tr>
<td></td>
<td>D  - 640-669</td>
</tr>
<tr>
<td></td>
<td>D- - 600-639</td>
</tr>
<tr>
<td></td>
<td>F  - Below 600</td>
</tr>
</tbody>
</table>

**Note:** The grading scale is based on total points. I reserve the right to adjust grades upward as much as 30 points to reward outstanding improvement, performance, or contributions to class discussions.

**Class Schedule**

Note: “OF” refers to James McPherson, *Ordeal By Fire* (Rental Text). “BB” refers to readings on Blackboard and are listed by filename.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 January</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td>13 January</td>
<td>The Civil War in History and Memory</td>
<td>OF: Chapter 1</td>
</tr>
<tr>
<td></td>
<td>1. Why study the Civil War?</td>
<td>BB: Ktyle -Roberts-Ayers</td>
</tr>
<tr>
<td></td>
<td>2. What roles has the war played in</td>
<td>and Faust</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Question(s)</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 18 January | Sectionalism in America                                              | 1. What defined the American character in the antebellum period?  
2. How did Americans view their Union? How different were the antebellum North and South?  
3. To what degree did each section possess a distinctive culture?  
4. What issues united the sections? What issues divided them? | OF: Chapter 2  
BB: McPherson-Pessen |
| 20 January | The Peculiar Institution                                             | 1. What themes defined American slavery?  
2. Is it the root of antebellum sectionalism? If so, why? If not, why not? | OF: Chapter 2  
BB: Fredrickson-Stampp |
| 25 January | Slavery Attacked and Defended                                         | 1. What rhetoric did critics of slavery use to attack it?  
2. How did slave owners justify it? | OF: Chapter 3 |
| 27 January | The Compromise of 1850 and its Aftermath                              | 1. What did the Compromise of 1850 accomplish?  
2. Why did it fail to prevent the war? | OF: Chapters 4, 5  
BB: Compromise of 1850 |
| 1 February | Bleeding Kansas, Bleeding Sumner                                     | 1. What was the Kansas issue important? How does it bring the nation closer to war?  
2. Why was *Dred Scott v. Sandford* important?  
3. Why was the Sumner incident significant? | OF: Chapter 6  
BB: Sumner |
| 3 February | The Election of 1860                                                  | 1. Why did the spirit of compromise evaporate in American politics?  
2. What could have avoided this impasse? | OF: Chapter 8  
BB: NC Secession Docs |
| 8 February | The Divided South                                                    | 1. Why were all white southerners not united on the issue of secession?  
2. What forces divided them? | OF: Chapter 10 |
<p>| 10 February| Was the Civil War an Irrepressible                                   | | BB: Owsley-Craven |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Questions</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 15 February| Battle at Bull Run                                                  | 1. What accounts for the attitudes of southerners and northerners about the duration of the war prior to conflict?  
2. How did the first battle change perceptions of among people North and South?  
3. What were the Confederate war aims in 1861? What were the Union’s? | OF: Chapter 11, 12  
BB: Bull Run Docs                                   |
| 17 February| 1862: Antietam and its Aftermath                                     | 1. Why was Antietam important?  
2. How did it affect the resolve of both sides?  
Discussion of: McPherson, *Crossroads of Freedom* | Review Due                                    |
| 22 February| The War and the World                                               | 1. What were the diplomatic issues of the war?  
2. Would foreign intervention or recognition have aided the Confederate cause? | OF: Chapter 13, 17  
BB: Jones                                              |
| 24 February|                                                                     |                                                                                                                                          |                                               |
| 28 February - 6 March | SPRING BREAK              |                                                                                                                                          |                                               |
| 8 March    | Research Day for Paper                                              |                                                                                                                                          |                                               |
| 10 March   | 1863: Gettysburg and Vicksburg                                      | 1. In what ways did the strategy for both sides change by 1863?  
2. What were the keys to victory for both sides?  
3. When was Confederate defeat inevitable? | OF: Chapter 19  
BB: Mitchell                                         |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Homework</th>
<th>OF/BB</th>
</tr>
</thead>
</table>
| 15 March    | The War in the West and on the Sea/Lincoln as a War President         | 1. Why was the western theater so important?  
                2. Why has it been ignored?  
                3. How did the naval war shape the course of the conflict?       | OF: Chapter 20                        |
| 17 March    | War and American Society                                             | Discussion of Faust, *This Republic of Suffering*  
                Review Due                                          |                                            |
| 22 March    | War on the Home Front                                                | 1. What issues divided southerners during the war?  
                2. Why was the South not united? Is this division a failure on the part of Jefferson Davis?  
                3. What issues divided northerners during the war?  
                4. Why was the North not united?                         | OF: 21  
                                  BB: Homefront                                          |
| 24 March    | 1864 and 1865: The War Drags On Victory and Defeat                   | 1. Why did the North win?  
                2. Why did the South lose?  
                3. How have historians interpreted victory and defeat?       | OF: Chapters 23, 24, 25  
                                  BB: Neely                                               |
| 29 March    | Discussion of Ash, *A Year in the South*                             | Review Due                              |                                            |
| 31 March    | Presidential Reconstruction                                          | Lincoln and the Union                   | OF: Chapter 22  
                                  BB: Presidential Reconstruction                        |
|             | 1. How did Lincoln view the Union?                                   | 2. What was his plan for Reconstruction?  
                What ideas served as its foundation?                     |                                            |
| 5 April     | Conflict Over Reconstruction                                         | 1. Why was the North divided on Reconstruction policy?  
                2. Were the Radicals radical?                             | OF: 26, 28  
                                  BB: Benedict1                                              |
| 7 April     | Carpetbaggers, Scalawags, and Freedmen                               | 1. Who were these people?                 | OF: Chapter 27  
                                  BB: Foner and Jourdan                                      |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 12 April   | Reconstructing the South  
1. How did white southerners react to Reconstruction?  
2. How did black southerners react?  
3. What were the economic issues and solutions?  
4. How did issues of race shape Reconstruction policy? | OF: 27, 30 BB: Clinton |
| 14 April   | Discussion of Keith, *The Colfax Massacre*  
Review Due                                                               |                     |
| 19 April   | The Compromise of 1877  
1. Why did northerners begin to lose interest in Reconstruction?  
2. Was this a victory for white southerners?  
3. Why did Reconstruction end?  
| 20-22 April | BREAK                                                             |                     |
| 26 April   | Retreat From Reconstruction Historians and Reconstruction  
1. How do historians interpret Reconstruction?  
2. How did Reconstruction alter perceptions of freedom? The power of the federal government? |                     |
| 29 April   | Exam Review                                                         |                     |
Course Objectives: History 436/536 examines the great political, economic, social and cultural changes of the 20th century, with an emphasis on the era of the Great Depression and afterwards. We will study the vast increases in presidential power, the expansion of the federal government, changes in the status of women and racial minorities, the rise of consumerism, and shifting political alignments, among other things. I assume that students have a rough knowledge of the key events of the 20th and early 21st centuries; if you do not, you might find it useful to find an old textbook somewhere. In addition to delving more deeply into the “events” of this history, we will also concentrate on reading historical books and articles critically, designing and carrying out an independent research project, and honing speaking and writing skills.

Format and Expectations: This class will mix lecture with discussion and some small-group work, and will organized thematically rather than chronologically. I expect that students will come to class having read assigned material carefully, and will be prepared to participate in critically examining the topic for the day. I further expect that students will learn each other’s names and interact with each other rather than addressing their comments solely to me. Graduate students will have some different readings and will be expected to contribute on a more sophisticated level. In addition to discussion, I may ask you to do some in-class writing.

Course Assignments: In addition to assigned readings (see below), which must be completed by the dates noted in the schedule, undergraduates will have one midterm (worth 15% of the grade), one final exam (worth 25%), two book reviews (each worth 10%), and a research paper, (30%) The final 10% of your grade will come from participation, based on attendance, preparedness, and participation in class discussions. Persons who suffer from excessive shyness should consult with me privately on how to fulfill this requirement. Students who are not prepared for class discussion may be asked to leave and complete the assigned readings, and this will count as an absence. Graduates will add a book review of one of the extra books you read (10%); you will not be graded on participation (naturally, this does not mean you are not expected to participate). You will also lead one class discussion, and meet with me separately at least twice.

Grading: I use a thousand point scale; 900 points are required for an A, 800 for a B, and so on. I use half-grades (+ or -) only in the cases of students who are meritorious but not numerically up to the full grade. In these cases, I determine “merit” by attendance, preparation for class, and participation. It is possible to earn a 0 in participation. Please withdraw if you do not plan to attend class.

Required Books
Rental text: (grads will need to buy it): *Perspectives on Modern America*, Harvard Sitkoff, ed.


Graduate students need to buy all of the above, and add: *American Crucible: Race and Nation in the Twentieth Century*, Gary Gerstle; *We Now Know: Rethinking Cold War History*, John Lewis Gaddis; and *Black Power: Radical Politics and African American Identity*, Jeffrey O. G. Ogbar.

**Other General Rules**: Student athletes and students with disabilities are responsible for the paperwork involved in any accommodation they seek. Your student handbook has information about the vast network that exists Just to Serve You. Please see its table of contents and avidly memorize all within. Please show civility toward classmates and instructor. Please do not eat, sleep, or use cellphones in class. Turn off and put away all ringing, chirping, or singing devices. You may bring a drink or use a laptop (as long as you’re not seen playing games or surfing the web during class). Plagiarism and other forms of academic dishonesty will be dealt with in accordance with the university’s policies on Academic Honesty, noted in your Handbook under “Academic Policies and Information.”

**Schedule**

**Week One**
Jan. 10: Introduction (no reading)
Jan. 12: The Great Depression (Reeves, ch. 6; Grads; Greta de Jong, “’With the Aid of God and the F. S. A.’: The Louisiana Farmers’ Union and the African-American Freedom Struggle in the New Deal Era,” e-reserve)

**Week Two**
Jan. 17: The New Deal (Forgotten Man letters, on e-reserve; grads: McElvaine, The Great Depression, ch. 9, e-reserve)
Jan. 19: WWII Overview (Reeves, ch. 7)

**Week Three**
Jan. 26: War, Race, and Gender (no reading) I will meet separately with grads today.

**Week Four**
Jan. 31: Chilly Peace (Reeves, Ch. 8; Paterson article from Chafe, pp. 6-12; Grads add LaFeber, chs. 1-2)
Feb. 2: Cold War (Chafe, pp. 13-55; grads read LaFeber, chs. 3-4)

**Week Five**

Feb. 7: The Little Big War (Lee, The Korean War, e-reserve; grads read LaFeber, chs. 5-6)
Feb. 9: Ozzie and Harrietland (Reeves, ch. 9; Grads: Elaine Tyler May, “Explosive Issues: Sex, Women, and the Bomb, e-reserve) Proposals and Annotated Bibliographies due

**Week Six**

Feb. 14: Restless Natives (Chafe, 130-176; grads, Sara Evans, “American Women in the Twentieth Century,” e-reserve.).
Feb. 16: Eisenhower’s Shadow World (Chafe, pps. 60-92; grads read LaFeber, chs. 7-8) Graduate students will lead class today.

**Week Seven**

Feb. 21: The 1960’s (Reeves, Ch. 10; grads read LaFeber, chs. 9-10)
Feb. 23: First midterm

**Week Eight**

Feb. 28: The Vietnam War (Chafe, pp. 247-294; grads, LaFeber, ch. 11)
Mar. 2: Social Fractures (Chafe, 177-206) I will meet separately with grads today.

SPRING BREAK

**Week Nine**

Mar. 14: Deep Challenges to Tradition (Chafe, 207-245)
Mar. 16: Nixon’s World (Reeves, ch. 11, Chafe, 321-349) Book Review due

**Week Ten**

Mar. 21: The 1970’s (Reeves, ch. 12, Chafe, 351-373)
Mar. 23: Praying for Sheetrock (entire book)

**Week Eleven**

Mar. 28: The Reagan Revolution (Reeves, ch. 13, Chafe, pp. 374-393; grads, read LaFeber, ch. 12)
Mar. 30: Money, Race, and Class (Bonfire of the Vanities, entire book)

**Week Twelve**

Apr. 4: Fin de Siecle America (Reeves, ch. 14; grads read LaFeber, chs. 13-14)
Apr. 6: End of the Cold War (Reeves, ch. 15) Research paper due for graduate students; optional turn-in for undergrads

**Week Thirteen**
Apr. 11: Clinton in Recent Retrospective (Chafe, pp. 394-411; Berman, “Seeking a Legacy,” e-reserve)
Apr. 13: Bacchanalia (no class)

Week Fourteen
Apr. 20: Groping Toward the Future (Chafe, pp. 438-470; all students must bring in one newspaper story from today or the past week and be prepared to talk about how it connects to the earlier history we have studied this term) Research papers due

Week Fifteen
Apr. 25: Review
Apr. 27: Make-up exams (no class for other students)

FINAL EXAM: Monday, May 1, 12:00-2:30 p.m. in the regular classroom
This interdisciplinary course will offer an opportunity to students to simultaneously study African American literature and history in a course team taught by Dr. Debo from English and Dr. McRae from History. By focusing on three areas—slavery, the Harlem Renaissance, and the Civil Rights era—we will interrogate the complex relationships between history and literature through texts from both disciplines, and strive to answer questions like how did the historical experience of the transitions from freedom to slavery to freedom affect American history and literature? What roles did protest and resistance play in shaping black identity? How do writers change their times, and how does history shape cultural identity?

**Learning Objectives:**

- Develop understanding of the interplay of literature and history in the African American tradition.
- Read widely in African American literature and history.
- Improve analytical and written communication skills.

**Texts:**

- Robin D. G. Kelly and Earl Lewis, eds., *To Make Our World Anew* (rental)
- Toni Morrison, *Beloved*
- *The Autobiography of Malcolm X*
- Natasha Trethewey, *Native Guard*
- Catherine M. Charron, *Freedom’s Teacher: The Life of Septima Clark*
- Robin D. G. Kelly, *Race Rebels: Culture, Politics, and the Black Working Class*

**Assignments:**

- 20% Mid-Term Exam
- 20% Final Exam
- 15% Participation & quizzes
- 15% Beloved Paper
- 10% Review
- 20% Final Paper

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>
Class policies:
All students who attend Western Carolina University agree to abide by the wide-ranging and comprehensive Code of Student Conduct, which you can review in the Student Handbook at www.wcu.edu/24861.asp. In short, you have agreed to practice personal and academic integrity, you will be respectful toward all peers and faculty, your language and behavior will be polite (no bullying), your personal conduct will not be discriminatory, and you may not adversely affect a faculty member’s ability to teach or your peers’ opportunities to learn.

- Class begins and ends on time, and regular attendance is important and expected. Two absences, to be reserved for unavoidable situations, are permitted. For each absence in excess of two, your final grade will be lowered 1/3 of a letter grade. Additionally, being tardy twice will equal one absence.
- You will be required to attend one or two activities outside of class, which may have a minimal entrance fee. Attendance at these class activities is expected and recorded.
- Quizzes are unannounced, given at the very beginning of class, and cannot be made up. They help to ensure that everyone is reading, attending class, and arriving on time. One or two will be dropped at the semester’s end. Homework will be assigned occasionally. It cannot be turned in late.
- You are expected to come to every class having done your reading and prepared yourself for class discussion. Attending regularly and speaking on occasion will earn a “C” for participation. Earn a higher grade by participating often and thoroughly engaging the material. **Be sure to always bring the book** we are currently using to class.
- This class is discussion-based, so classroom atmosphere is crucial. Pay attention to my comments and those of your classmates. Paying attention precludes sleeping in class, talking to your friends, putting your head on your desk, and so on. If your behavior is rude or distracting, you will be asked to leave.
- Drinks are permitted in class. **Food is not.**
- Before class begins, please turn off and put away your laptop, phone, your ipod, and all other distracting electronic devices. Professional behavior does not include surreptitious texting or anything that takes your attention away from our discussions. **If you are using any of these devices during class, you will be asked to leave for the day and you will be counted absent.**
- **Assignments handed in late will lose one full letter grade for every class they are late.** Be aware that computer glitches happen, and you should not wait until the last minute to print your work. You also need to save your papers and back-up all files in case your paper is mislaid by you or me.
- We do not accept electronic submissions (by disc, flash or email) of written work; it must all be in hardcopy. We are, however, happy to discuss your ideas and correspond through email. For legal reasons, Western requires that we only use your catamount account.
- All work, including homework, must be typed.

Our office and office hours are listed above. We are available during that time and by appointment to help you. We will also ask you to meet with me when we think a conference would be useful.

The Writing and Learning Commons (WaLC)
30 Hunter Library | [http://walc.wcu.edu](http://walc.wcu.edu)
828.227.2274 | 828.227.7197
The Writing and Learning Commons (WaLC) seeks to enhance the academic environment and raise the level of academic discourse at WCU by providing tutoring, academic skills consultations, workshops, online learning resources, and faculty consultations. Writing Assistants collaborate with students from all classes and majors at every stage of the writing process, from brainstorming and prewriting to drafting and revising. Course tutors facilitate collaborative group sessions and offer strategies for effective study and efficient time management. Call 227-7197 for writing appointments and 227-2274 for course tutoring. Visit the website, [http://walc.wcu.edu](http://walc.wcu.edu), for additional learning and writing resources, hours of operation, and appointment
information. All consultations and tutoring sessions take place in 30 Hunter Library. Distance students should use Smarthinking, an online tutoring service available via Blackboard, and WaLC’s online resources.

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Contact Disability Services at (828) 227-2716 in 144 Killian Annex. You can also visit the office’s website: www.wcu.edu/12789.asp.

**Academic Honesty Policy.** Students, faculty, staff, and administrators of WCU strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. Violations of the Academic Integrity Policy include:

- **Cheating** – Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- **Fabrication** – Creating and/or falsifying information or citation in any academic exercise.
- **Plagiarism** – Representing the words or ideas of someone else as one’s own in any academic exercise.
- **Facilitation** – Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination).

If you commit academic dishonesty in this class, you will fail the class.

(For specific information on procedures for cases involving allegations of academic dishonesty, see www.wcu.edu/26163.asp.)

**CALENDAR** (tentative):
Readings should be completed before the class time for which they are listed. In other words, we will discuss the material listed for each class that day; come prepared.

M  1/9  Welcome to class!

**Part One: From Freedom to Slavery to Freedom**


M  1/16  Martin Luther King, Jr. Holiday

W  1/18  Toni Morrison, *Beloved*, 1-124

M  1/23  Institution of Slavery/Construction of Race
Thomas Holt, “Race Making and the Writing of History” (blackboard)


M  1/30  Toni Morrison, *Beloved*, 236-324

W  2/1  Reconstruction/Possibilities in Freedom
Charles Chesnutt, “The Wife of His Youth” (Norton 624-632)
Primary source reading (blackboard)
Part Two: Forming an African American Identity in a Jim Crow World: Politics, Literature, and Culture

M 2/6  Jazz & Langston Hughes: Culture and Politics (Norton 1288-1314); class meets in UC
Louise Thompson Patterson, “With Langston Hughes in the USSR” (blackboard)
Attend evening performance by Kat Williams

W 2/8  Rise of Jim Crow
W. E. B. DuBois, from The Souls of Black Folk (Norton 692-714)

M 2/13  Richard Wright, “The Ethics of Living Jim Crow, an Autobiographical Sketch” (Norton 1411-1419)
James Baldwin, “Sonny’s Blues” (Norton 1728-1749)
*Without Sanctuary* website: [http://withoutsanctuary.org/movie1.html](http://withoutsanctuary.org/movie1.html)

W  No Class—Guest Speaker Thursday—required attendance

Thur.  2/16  Time, TBA, 5:00? Guest speaker Adrianne Lentz-Smith, Duke University
Black Veterans of World War I & the Roots of Pan-Africanism
*Beloved* Paper Due

M 2/20  Great Migration & Jacob Lawrence’s “Migration Series”
Report on Reparations for Tulsa (blackboard)
*Race Rebels*, Chapter 1 “We Are Not What We Seem,” 35-54

W 2/22  Guest speaker, Dr. Saheed Aderinto on Pan-Africanism, Garvey & Negritude

M 2/27  Mid-Term Exam

W 2/29  Mid-Term Break

M 3/5  Women of the Harlem Renaissance
Zora Neale Hurston (Norton 1019-1053)
Georgia Douglas Johnson (Norton 993-995)
Gwendolyn B. Bennett (Norton 1266-1269)
Helene Johnson (Norton 1352-1354)

W 3/7  *Freedom’s Teacher*—Guest Lecture by author, Katherine Charron, N.C. State University,
(pages 1-215)

Part Three: The Long Civil Rights Movement

M 3/12  Roots of the Civil Rights Movement & Gwendolyn Brooks (Norton 1623-1649)
*Race Rebels*, “Africa’s Sons With Banner Red,” 103-121.

W 3/14  Framing the Civil Rights Movement
Jacquelyn Dowd Hall, “The Long Civil Rights Movement and the Political Uses of the Past”
(blackboard)
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>S 3/18</td>
<td>Glenis Redmond’s reading  7:30, UC – we are hoping to meet with Redmond before her reading</td>
</tr>
<tr>
<td>M 3/19</td>
<td>(No Class Meeting—class previous evening)</td>
</tr>
</tbody>
</table>
**Book Review Due—Freedom’s Teacher** |
King/Malcolm X exercise  
Amiri Baraka, “Black Art” (Norton 1943-44)  
*Race Rebels*, Ch. 7 |
| M 4/2 | Spring Break |
| W 4/4 | Spring Break |
**Final Paper Due** |
| W 4/18 | Natasha Trethewey, *Native Guard*, 1-31 |
| M 4/23 | Race, Memory, and History  
Reading, (blackboard) |
| | **Final exam:** Thursday, May 3 at 8:30-11:00 |
Assignments. Students will use citation appropriate to their discipline (MLA for English student and Turabian for History students).

Paper #1
Comparative Paper. 5-7 pages. Using Beloved and the slave narratives available on Blackboard, this paper will ask you consider the interplay between history and fiction. Toni Morrison arrived at the idea of Beloved from her editorial work on the seminal The Black Book which included an excerpt about Margaret Garner. Garner was an escaped slave woman from Kentucky who was brought back to slavery from Ohio as a result of the Fugitive Slave Act. Morrison’s text, however, is clearly informed by a range of historical forces that shaped African-American lives in the nineteenth century (and before and after). The slave narratives recorded in the late 1930s as part of the Works Project Administration’s Federal Writer’s Project documented the experiences of former slaves through oral histories. Given the decade, many of those interviewed were enslaved children in the 1850s, not much younger than Sethe. These narratives are simultaneously beneficial and problematic as a historical source and only came to be used widely in the 1970s. We have selected a narrative from ex-slave woman. It is not long. Read it carefully, examining it for themes that both compare and contrast with Morrison’s depictions of enslavement. It is also worth considering how the narratives themselves serve as history and fiction. Using a narrative and Beloved, contemplate their comparative usefulness in discovering the world of antebellum slaves, the nature of slavery, and the gendered experience of slavery. Questions to consider: Where do the narrative and the novel intersect? Where do they depart? Are there hidden narratives of slavery that appear in the ex-slave narrative? How does Sethe’s experience in slavery compare to those ex-slaves or the people they talk about? How does the structure of Morrison’s story reflect the structures, physical and mental, of slavery that appear in the histories ex-slaves told? How does memory work in both the novel and the oral histories?

Paper #2—10%
700-750 word book review of Katherine Charron’s Freedom’s Teacher. Follow the format in scholarly book reviews (History students consult Journal of American History for format; English students will be given some models to follow.) You should evaluate the thesis, the method, and the evidence. Be sure to consider its contribution to the field and how it might contribute to further study. This review is largely summative. You may make your statement about its relative value or critique it only in the last paragraph.

Paper #3—20%
Final Research Paper. 10-15 pages. Choose one of the following pieces of African American literature. Now place this piece of literature in its historical contexts (both its subject and the time period in which it was written). To do this you will need to assess which historical events prompted such a literary treatment, what the facts of those events are, how literary truths complement or contradict historical truths, and how this speaks to African American history, specifically, and American history, generally. You should consult secondary sources on the subject, examine newspaper and archival accounts when available and where appropriate. You are considering the symbiotic relationship between history and literature. What is the value of literature as a historical source and as an avenue to historical truths? If history is not a master narrative or simply an inspiration, what role does it play in the literary imagination?

Options: Charles Chestnut, The Marrow of Tradition
Alice Walker, Meridian
Richard Wright, Native Son (for English students only)
Edward Jones, The Known World (an option for history students only)
The Autobiography of Malcolm X
Natasha Trethewey, Native Guard
The American South

“The bunghole of the United States, a cesspool of Baptists, a miasma of Methodism, snake-charmers, phony real-estate operators, and syphilitic evangelists.”

Journalist H.L. Mencken on the South

"The South is a land of people who are patriotic, easy-going, gracious, slow talking, courteous, friendly, and devoted to front porches, oak trees, cool breezes, magnolias, peaches, and fried chicken."

Southern Living Magazine

“The American South is a geographical entity, a historical fact, a place in the imagination, and the homeland for an array of Americans who consider themselves southerners. The region is often shrouded in romance and myth, but its realities are as intriguing, as intricate, as its legends.”

Historian Bill Ferris

Instructor: Alex Macaulay
email: macaulay@wcu.edu
Office: 204A McKee
Phone Number: 227-3497
Office Hours: M-F 1:30-2:30 PM, W 1:30-4:30 PM, and by appointment

Required Texts:
Stephen Kantrowitz, Ben Tillman and the Reconstruction of White Supremacy
Richard Wright, Black Boy
John M. Barry, Rising Tide
Dorothy Allison, Bastard Out of Carolina

Course Description: In The Mind of the South, WJ Cash claimed “there exists among us by ordinary – both North and South – a profound conviction that the South is another land, sharply differentiated from the rest of the American nation.” Historian Howard Zinn, however, has described the South as “the essence of the nation,” a place that has “simply taken the national genes and done the most with them.” In this class, we will study the history of the American South, paying particular attention to questions of southern identity and southern distinctiveness. We will discuss whether or not there is or was any such thing as “the” South. We will try to uncover what were or are the sources of southern distinctiveness. In the process, we will figure out what these questions can teach us about the region and the nation.
Course Requirements and Expectations:

CLASS PARTICIPATION: A major emphasis in the class will be on discussion (Please note the relative weight of participation in calculating your final grade). Therefore, you are required to come to class ready to critically examine the readings and sources under consideration. Your participation grade will be determined by the quality, not just the quantity, of your contributions to the class. Much of the class will revolve around discussions of the weekly readings, so it is crucial that you come to class ready to talk about the assigned material.

ATTENDANCE: Students are required to attend class, even if you are tired, generally grumpy, etc. Excessive absences will not only hurt your participation grade, but will also limit your chances of performing well on the tests since much of the exam material will come from in-class discussions and lectures. You can miss four (4) classes without a penalty. Every absence after three will result in 5% of your semester grade being deducted per missed class. With the exception of emergencies and university-related functions (sports, choir, etc), I make no distinction between “excused” and “unexcused” absences when it comes to regular class meetings (note below the policy for missed examinations).

Course Assignments and Grades:

1. You will take a midterm and a final. Both tests will be a mix of identification and essay questions.

   Important Note – Missed examinations may be made up only with the instructor’s permission, after presentation of an acceptable written or printed excuse, official or otherwise, not generated by the student. Unexcused absences for examinations will result in the student’s receiving a grade of zero on the examination in question.

2. You will turn in four 3 to 5 page book reviews. Check the syllabus for specific dates. Late papers will be penalized one letter grade for each day that they are late. I do not accept papers over email. I will answer any questions you may have about these papers, reviews, and other assignments in advance of their due dates.

3. You will also turn in a 7 to 8 page original research paper on some topic in southern history. You must discuss your topic with me and get my approval before you begin your research.

The strength of your paper (and consequently your grade) will be based heavily on the extent and depth of your research. That means the more sources, the better. You must use at least six different primary sources and three secondary sources. DO NOT USE ARTICLES FROM THE INTERNET AS A PRIMARY SOURCE. You
may use internet search engines such as Lexis-Nexis to track down articles, but you must cite and thus actually read the original documents you discuss in your paper.

A word of caution here - PROOFREAD your papers before turning them in to me. A paper full of grammatical errors and sentences lacking verbs, subjects, or vowels indicates to me that this was a hastily thrown together work that you didn’t take seriously. As I write out this syllabus, the Clemson basketball team is well on its way to capturing its first national title (or at least a win in Chapel Hill), so I have plenty of other things I would rather be doing than grading papers. If I feel you didn’t put forth a solid effort, your grade will reflect my disappointment and frustration.

**Grade Breakdown:**

- Class Participation 10%
- Midterm 20%
- Book Reviews 40% (10% apiece)
- Research Paper 15%
- Final Exam 15%

**Grading Scale:**

- A = 90 – 100
- B = 80 – 89
- C = 70 – 79
- D = 60 – 69
- F = 59 and below

**Accommodations for Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Kimberly Marcus for more information. Phone: (828) 227-7234; E-mail: kmarcus@email.wcu.edu.

**Course Schedule:** You are expected to have COMPLETED the readings by the day they are listed on the syllabus

- January 12 – What is the South?
- January 14 – “The Burden of Southern History”
  
  **READINGS:** C. Vann Woodward, “The Irony of Southern History”
January 16 – The South and Historical Memory
  **READINGS**: David Blight, “Southerners Don’t Lie; They Just Remember Big”

January 19 – NO CLASS

January 21 – Cavaliers and Yankees

January 23 – Southern Slavery, American Liberty

January 26 – The World the Slaveholders Made
  **READINGS**: “Gentleman Capitalists” from *Them Dark Days* by William Dusinberre

January 28 – The World the Slaves Made
  **READINGS**: Excerpt from Eugene Genovese, *Roll Jordan Roll*

January 30 – Rehearsal for Reconstruction: Port Royal, South Carolina.

February 2 – The First Reconstruction: A “splendid failure” or just a failure?
  **READINGS**: Eric Foner’s “The New View of Reconstruction”

February 4 – The South Becomes a Cause

February 6 – New South, Old Cause
  **READINGS**: Henry Grady, “The New South” (1886)

February 9 – Discussion of *Ben Tillman and the Reconstruction of White Supremacy*
  **FIRST BOOK REVIEW DUE**

February 11 – Populism: Agrarian Rebels
  **READINGS**: People’s Party Platform (1892);
  Tom Watson, “The Negro Question in the South”

February 13 – Like a Family: Life and Work in the Cotton Mills

February 16 – MIDTERM EXAM

February 18 – The Rise of Jim Crow
  **READINGS**: Excerpts from *The Strange Career of Jim Crow* by C. Vann Woodward and *Trouble in Mind* by Leon Litwack
February 20 – Accommodation and Resistance: African American Responses to Jim Crow

**READINGS:** Ida B. Wells, “United States Atrocities” (1892); Booker T. Washington, “The Atlanta Compromise” (1895); W.E.B. Du Bois, “The Talented Tenth” (1903) and “Niagara Address” (1906)

February 23 – Gender and Jim Crow

February 25 – Discussion of *Black Boy*

**SECOND BOOK REVIEW DUE**

February 27 – A Southern Renaissance: Literary Culture in the “Sahara of the Bozarts”

March 2 – NO CLASS

March 4 – NO CLASS

March 6 – NO CLASS

March 9 – “The Blues is a Low Down Shakin’ Chill”

March 11 – Discussion of *Rising Tide*

**THIRD BOOK REVIEW DUE**

March 13 – “Economic Problem Number One” – The Great Depression and the New Deal

March 16 – The Voice of Southern Labor

March 18 – Race and Radicalism in North Carolina

**TURN IN BRIEF DESCRIPTION OF RESEARCH PAPER TOPIC AND A PRELIMINARY LIST OF SOURCES**

March 20 – More Important Than the Civil War: World War II and the South

March 23 – “You Ain’t Nothing But a Hound Dog”: Race and Rock n’ Roll

March 25 – “We Shall Not Be Moved”

March 27 – Local People, Local Organizing, Local Traditions
March 30 – The Southern Roots of Black Power

**READINGS:** Tim Tyson, “‘Black Power,’ and the Roots of the African American Freedom Struggle”

April 1 – The *Brown* Decision and its Legacy

April 3 – Assessing the Civil Rights Movement

**READINGS:** Charles Payne’s Bibliographical Essay from *I’ve Got the Light of Freedom*

April 6 – Southern Rebels: Southern Student Unrest in the 1960s

**RESEARCH PAPERS DUE**

April 8 – NO CLASS

April 10 – NO CLASS

April 13 – The Southernization of America

**READINGS:** C. Vann Woodward, “A Second Look at the Theme of Irony”; Introduction to John Egerton’s *The Americanization of Dixie*

April 15 – Walking Tall: The South as the “New America”

April 17 – The Rise of the No South

April 20 – Discussion of *Bastard Out of Carolina*

**FOURTH BOOK REVIEW DUE**

April 22 – Heritage and Hate: The Confederate Flag and Southern Memory

April 24 – The Nuevo New South

April 27 – *Guten Tag Y’all:* The South in a Global Economy

April 29 – *The Accountant*

May 1 – Review for the Exam
HIST 445-01  
CHEROKEE HISTORY

MWF 10:10-11am  
McKee 209

Dr. Andrew Denson  
McKee 203B  
828-227-3867  
denson@email.wcu.edu

Office Hours: MWF, 1:30-2:30pm; Thurs 3-5pm (or by appointment)

Objectives

Welcome to HIST 445, a course examining the history of the Cherokees, the people of this place. This course satisfies a portion of the upper-level electives requirement in American history for the history and history/social science education majors. It also contributes to the Cherokee Studies minor. I have designed the class to help students do the following:

- Recognize the depth of human history in southern Appalachia.
- Learn about Cherokee society and culture before European colonization.
- Understand Cherokee responses to European colonization and Euro-American expansion.
- Recognize the complexity of European colonization and Euro-American expansion in the Southeast.
- Recognize and understand Cherokee persistence in the Southeast.
- Recognize contingency in the Native American past.
- Consider the methodological difficulties involved in researching Native American history.
- Improve their skills at primary source analysis.
- Improve their ability to form and support historical arguments, both written and oral.

Textbooks

William Anderson, Cherokee Removal: Before and After  
Robert Conley, Cherokee Nation: A History  
Theda Perdue, Cherokee Women: Gender and Cultural Change  
Thurman Wilkins, Cherokee Tragedy

The Anderson book is the rental. The rest are available for purchase at the WCU bookstore. You should also be able to find cheap used copies online. On Amazon, for example, one could have purchased the three supplemental books for about $26 total in mid-August. I have also placed copies of all three on reserve at Hunter Library. You will need the Conley and Perdue books early in the semester. The Wilkins book will come into play in late October and November.

Attendance and Participation

You are responsible for attending every class meeting. Your class participation will be graded, and, obviously, you can't participate if you are not present. Missed class meetings will result in low participation grades, which will, in turn, seriously undermine your grade for the semester. So show up.

After the third week of class, I will send email messages to students with suggestions regarding improving their participation. I will record participation grades on two occasions, at the middle of the semester and at the end. I have posted my participation grading rubric to WebCat.
Reading Assignments

Reading assignments must be completed before the assigned class period. Some weeks have heavier assignments than others, so be sure to look ahead and leave adequate time for reading. You should bring the reading in question (or at least your notes on it) to class. Note that some of the reading takes the form of documents and essays, which you will access through WebCat.

Quizzes - Content

You will take four quizzes designed to reward careful reading and the retention of basic course content. The first two and the fourth will consist of five short-answer questions on a single day's reading. The third will be a longer quiz (ten short-answer questions) covering the background reading for the Reacting to the Past game (see description below).

Short Essays - Content Application and Document Analysis

You will write four short essays requiring the interpretation of significant primary sources for Cherokee history. These essays will vary in length, but in all four you will respond to a specific question designed to encourage analysis of the documents. These assignments are meant to allow students to participate in one of historians' most significant activities, while introducing students to some of the distinct difficulties involved in researching Native American history. I will post a specific assignment sheet for each of these essays on WebCat.

Class Project - The American Revolution in the Cherokee Country

According to History Department policy, all 400-level courses must have a research component. While generally this means a traditional research paper, I prefer to experiment with different kinds of assignments. For this class, you will be participating in a group project examining records related to the American Revolution here in the Cherokee country. The project will have two goals. First, the class will compile a small number of the most significant documents for inclusion in WCU's ever-growing online collection of primary sources on Cherokee history (it will be up to you to decide what constitutes a significant document). Second, you will use these documents to consider the question of how we should remember the Revolutionary War in WNC today. This question has recently become the subject of some controversy here in western North Carolina, for reasons that we will explore. I will post a more specific assignment sheet on WebCat later in the semester.

Reacting to the Past - Content Application and Debate

"Reacting to the Past" (RTP) is a history pedagogy developed some years ago at Barnard College in New York. It uses complex role-playing games to help students learn about particular moments in American and European history. Students take on the personae of historical figures, prepare for their roles using secondary sources and primary documents, and then engage in debates that mirror real historical conflicts and turning points. In addition to conducting the debate, students complete short writing assignments reflecting their mastery of the source materials. Professors Jace and Laura Weaver at the University of Georgia recently developed an RTP game called "Red Clay, 1835" based on the debates that took place within the Cherokee Nation over the United States' Indian Removal policy. Last semester, I played a shortened version of the game at Athens and was quite impressed with RTP as a teaching method (my faction won, by the way). Our class will be the first outside of UGA to play this game.

Final Essay - Synthesis, Interpretation, and Reflection

Rather than sit a traditional final exam (which I find pretty useless), you will write a six-to-eight-page essay in which you draw upon the course materials to answer a broad interpretive question about Cherokee history. The goal of this assignment will be to choose the appropriate information from the course, synthesize that information,
and use it to support an argument answering the question.

Points and Grades

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes 1, 2, and 4</td>
<td>10 pts each</td>
<td>(30 total)</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>30 pts</td>
<td></td>
</tr>
<tr>
<td>Essay 1</td>
<td>30 pts</td>
<td></td>
</tr>
<tr>
<td>Essays 2, 3, and 4</td>
<td>50 pts each</td>
<td>(150 total)</td>
</tr>
<tr>
<td>RTP reports</td>
<td>40 pts each</td>
<td>(80 total)</td>
</tr>
<tr>
<td>RTP peer evaluation</td>
<td>40 pts</td>
<td></td>
</tr>
<tr>
<td>RTP instructor evaluation</td>
<td>40 pts</td>
<td></td>
</tr>
<tr>
<td>Final essay</td>
<td>100 pts</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>50 pts per half-semester</td>
<td>(100 total)</td>
</tr>
</tbody>
</table>

TOTAL = 600 pts

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>590-600</td>
<td>600</td>
</tr>
<tr>
<td>A</td>
<td>550-589</td>
<td>589</td>
</tr>
<tr>
<td>A-</td>
<td>540-549</td>
<td>549</td>
</tr>
<tr>
<td>B+</td>
<td>530-539</td>
<td>539</td>
</tr>
<tr>
<td>B</td>
<td>490-529</td>
<td>529</td>
</tr>
<tr>
<td>B-</td>
<td>480-489</td>
<td>489</td>
</tr>
<tr>
<td>C+</td>
<td>470-479</td>
<td>479</td>
</tr>
<tr>
<td>C</td>
<td>430-469</td>
<td>469</td>
</tr>
<tr>
<td>C-</td>
<td>420-429</td>
<td>429</td>
</tr>
<tr>
<td>D+</td>
<td>410-419</td>
<td>419</td>
</tr>
<tr>
<td>D</td>
<td>370-409</td>
<td>409</td>
</tr>
<tr>
<td>D-</td>
<td>360-369</td>
<td>369</td>
</tr>
<tr>
<td>F</td>
<td>0-359</td>
<td>359</td>
</tr>
</tbody>
</table>

Seeking Help Promptly

If you find yourself falling behind or feeling overwhelmed, please seek help promptly. Often, students wait to find assistance until it is too late to avoid a poor grade. Schedule a meeting with me, come by during office hours, or contact one of the academic support offices, such as the writing center (227-7197) or the tutoring center (227-2274). You may also want to consider contacting the counseling center (227-7469).

The Way to Get a Good Grade in This Class

The way to get a good grade in this class is to work steadily, keep up with the reading, and participate in class discussion. That is, you need to be engaged and active. Remember that participation often requires advanced planning. Come to class prepared with questions or points that you want to raise in discussion.

Mobile Phones, Texting, etc.

All mobile phones and other electronic communication devices must remain off during class. If your phone becomes a nuisance to me, I will lower your participation grade. If trouble persists, I will ask you to withdraw from the class. And don't text in class. I can usually see you doing it, and it makes you look incredibly stupid. You are welcome to bring a laptop computer (especially now that the university lacks the money for paper), but you must not use it for any purpose other than class activities during class time. If you violate this policy, I will lower your participation grade substantially.

Accommodations for Students with Disabilities

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.
Academic Honesty

Here is WCU's policy statement on Academic honesty:

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

A. Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
B. Fabrication: Intentional falsification of information or citation in an academic exercise.
C. Plagiarism: Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
D. Facilitation of Academic Dishonesty: Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

(Source: WCU Undergraduate Catalog, 71-72)

Students committing acts of academic dishonesty will receive an automatic F for the course, and I will send a written report of the incident to my department head, who may pursue further disciplinary action. For more information on academic honesty at WCU, see the Undergraduate Catalog and your Student Handbook.

Semester Schedule

THE PRINCIPAL PEOPLE

Aug 24  The Giant's Place
Aug 26  Landscape and Origins
        Conley, 1-16; Hill, Weaving New Worlds, 1-34 (WebCat); Mooney, History, Myths, and Sacred Formulas of the Cherokees, myths 1-4 (link on WebCat)
Aug 28  Selu and Teosinte
Aug 31  Kinship and Community
Sep  2  Kinship and Community
Sep  4  Field Trip

Sep  7  NO CLASS (LABOR DAY)
Sep  9  Religion
        Hudson, Southeastern Indians, 122-83 (WebCat); Daniel Butrick's description of a Green Corn Ceremony (WebCat)
Sep 11  Discussion of Essay 1
        **Essay 1 due (30pts)**

**Participation Reports Sent to Students**

EUROPEAN "CONTACT" AND COLONIZATION

Sep 14  New Worlds for All
        Reading: Conley, 17-32
Sep 16  Finding Native People in Colonial Documents
        Reading: Alexander Cuming and Ludovic Grant documents (WebCat)
Sep 18  Discussion of Essay 2
        **Essay 2 due (50pts)**
Sep 21  Sickness  
Reading: Ethridge, "Creating the Shatter Zone" (WebCat); Daniel Butrick's description of a smallpox ceremony (WebCat)

Sep 23  Trade  
Reading: Perdue, 61-85

Sep 25  War and Diplomacy  
Reading: Perdue, 86-108; Conley, 33-56; Dowd, "Insidious Friends" (WebCat)

**Quiz on today's reading (10pts)**

**CLASS PROJECT: REVOLUTIONS IN THE CHEROKEE COUNTRY**

Sep 28  Revolutions in the Cherokee Country / Document project explained  
Reading: Conley, 57-79; Calloway, "Chota: Cherokee Beloved Town in a World at War" (WebCat); Newspaper stories on contemporary commemoration (WebCat)

Sep 30  NO CLASS (CONFERENCE)

Oct 2  NO CLASS (CONFERENCE)

Oct 5  Discussion of Revolution-Era Documents  
**Essay 3 due (50pts)**

Oct 7  Discussion of Revolution-Era Documents

Oct 9  NO CLASS (FALL BREAK)

Oct 12  NO CLASS (FALL BREAK)

Oct 14  Remembering the Revolution in the Cherokee Country

Oct 16  Discussion of Essay 4  
**Essay 4 due (50pts)**

**Participation Grades Posted to WebCat (50pts)**

**CHEROKEE REPUBLIC**

Oct 19  "Civilization"  
Reading: Perdue, 109-134, 159-84; Anderson, 1-28; Ridge, "Letter to Albert Gallatin" and Boudinot, "Address to the Whites" (Red Clay documents, WebCat)

**Start reading Wilkins, Cherokee Tragedy, chaps 1-10**

Oct 21  NO CLASS (ADVISING DAY)

Oct 23  Political Change  
Reading: Perdue, 135-158; Conley, 81-107; Cherokee Constitution and Laws (WebCat)

Oct 26  Cherokees, Georgia, and the US  
Reading: Conley 131-36; Penn, "Brief View" and the Georgia Laws (Red Clay documents, WebCat)

Oct 28  Removal Policy  

Oct 30  Resisting Removal  
Reading: Remainder of the Red Clay documents (WebCat)

**RTP GAME: RED CLAY, 1839**

Nov 2  Internal Conflict  
Reading: Wilkins, Cherokee Tragedy, chaps 1-10; Anderson, 55-74

Nov 4  Game Introduction  
Roles distributed  
Reading: Red Clay Game Packet (WebCat)

Nov 6  **Quiz on reading from Oct 19 to Nov 2 (30pts)**

**Faction meetings (indeterminates meet with Denson)**
Nov 9  Debate
**First constituency reports due (40pts)**

Nov 11 Debate

Nov 13 Debate

Nov 16 Debate

Nov 18 Debate

Nov 20 Debate
Ross faction publishes Phoenix
Ridge faction publishes pamphlet

Nov 23 Debriefing
Reading: Anderson, 75-95; Conley, 137-65
Peer evaluations completed (40pts)
**Second constituency reports due (40pts)**

Nov 25 NO CLASS (THANKSGIVING)

Nov 27 NO CLASS (THANKSGIVING)

**Peer evaluation scores (40pts) and instructor evaluation scores (40pts), plus any extra credit from RTP, posted to WebCat**

**Final Essay assignment posted to WebCat**

EMERGENCE OF THE EASTERN BAND

Nov 30 Quallatown
Reading: Early 19th c. documents from the mountain communities (WebCat)

Dec 2 Resisting Removal
Reading: Removal Letters from WNC (WebCat)

Dec 4 Resisting Removal
Reading: Anderson, 96-111

Dec 7 Eastern Band
Reading: Finger, "North Carolina Cherokees, 1838-1866" (WebCat); Laurence Hauptman, "Confederate Rangers in the Smokies" (WebCat); Conley, 167-182
**Quiz on today's reading (10pts)**

Dec 9 Preserving the Land

Dec 11 Establishing a Constitutional Government
Reading: Lloyd Welch Constitution, Corporate Charter (WebCat)

**Participation Grades Posted to WebCat (50 pts)**

Dec 15 Discussion of the final essay
**Final Essay due (100pts)**
**HIST 445-01: CHEROKEE HISTORY**
Fall Semester 2011
McKee 214: MWF: 2:35-3:25 p.m.

**Course Goals:**
This course will examine the history of the Cherokees. The course will satisfy a portion of the upper-level electives requirement in American history for the history and history/social science education majors. It also contributes to the Cherokee Studies minor. The class will help students to:

- Understand the overview of Cherokee history from pre-European contact to present.
- Learn about Cherokee society and culture and the forces that shaped its changes, including European contact, wars, trade, diplomacy, and colonization.
- Recognize the complexity of American expansion in the Southeast and the Cherokee responses.
- Understand Cherokee persistence in the Southeast and the larger United States.
- Recognize contingency in the Cherokee past.
- Consider the methodological difficulties involved in researching Cherokee and Native American history.
- Improve their skills at primary document analysis.
- Improve their ability to form and support historical arguments, both written and oral, while improving critical thinking, reading comprehension, and writing skills.

**Rental Text:**
In addition, students will be responsible for all class hand-outs, extra-readings, films, and lectures.

**Student Requirements:**
Students are to attend every class meeting. Your class participation will be graded, and obviously, you can’t participate if not present. Missed class meetings will result in low participation grades, which will, in turn, seriously undermine your grade for the semester. SO, SHOW UP. Participate in class discussion, keep up with reading materials and turn all assignments in on time. Read all assigned material **before** you arrive to class. It is impossible to derive full benefit from this class without regular and active reading and classroom participation. If I feel that you come to class repeatedly unprepared, I retain the right to ask you to leave to go finish your reading before you return. **I do not tolerate** napping, reading or studying for other courses, or any other inappropriate actions that deny me your full attention. If I do not have that, I retain the right to ask you to leave the classroom. Disruptive behavior will not be tolerated, including repeatedly arriving late, persistent talking out of turn, distracting talking, cell phone* or other electronic device use* (in fact, these should not be accessible during class time), including laptops* (unless you have a special need), refusal to comply with reasonable instructor directions, insulting language or gestures, or any verbal or physical threats. Any offenders will face WCU policy for dealing with disruptive students.
* If you use your e-devices, I will lower your participation grade substantially. If the disruption continues, I will ask you to withdraw from the class.

**Grades:**

<table>
<thead>
<tr>
<th>Class Requirement</th>
<th>Points Available</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Group Participation</td>
<td>200</td>
<td>Cumulative</td>
</tr>
<tr>
<td>Reading Quizzes (5 @ 30pnts ea.)</td>
<td>150</td>
<td>Sept. 2, 14, 28; Oct. 12; Nov. 14</td>
</tr>
<tr>
<td>Essays (2 @ 150 pnts ea.)</td>
<td>300</td>
<td>Sept. 9 and Oct. 19</td>
</tr>
<tr>
<td>Midterm</td>
<td>100</td>
<td>Oct. 21</td>
</tr>
<tr>
<td>Research Project</td>
<td>100</td>
<td>Nov. 21</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150</td>
<td>Dec. 15</td>
</tr>
</tbody>
</table>
1000-900 = A
899-800 = B
799-700 = C
699-600 = D
599- 0 = F

Exams can include fill-in-the-blanks, short answers, and essay(s). The final will focus on material since the midterm.

Reading Assignments:
Reading assignments must be completed before the assigned class period. Some weeks have heavier assignments than others, so be sure to look ahead and leave adequate time for reading. You should bring the reading (or your notes) to class. Note that much of the reading takes the form of documents and essays, which you will access through BlackBoard or I will provide in class as handouts. Learn to quickly read for important content. What is the author’s perspective? The author’s thesis (reason for writing-argument or persuasive point)? Identify who, what, where, when, and why.

Reading Quizzes:
Five reading quizzes will be given at the beginning of class throughout the semester. Each short quiz will focus only on the assigned reading for that class day unless otherwise specified. Each will consist of short-answer questions to demonstrate that you conscientiously read the material. Thus it is important to be prepared by doing the readings. The five reading tests together will count for 150 points. If you are absent, no make-up will be offered except for excused absences.

Essays (Document Analysis):
You will write two essays requiring the interpretation of significant primary sources for Cherokee history. These will vary in length. You will respond to a specific questions designed to encourage analysis of the documents. I will provide you with the specific assignment a week before it is due. Each essay is worth 150 points.

Historical Research Project:
You will chose a Cherokee topic (approved by me), research it, and write a 8-10 page, 12-point font, and double-spaced paper. I do not accept electronic submissions. All papers are due on or before Nov. 21. For every day late, I will deduct 50 points. These must include:
1) Author’s Name, HIST 445-01 (single spaced and NO COVER PAGE).
2) Title centered.
3) Introduction, which should include your thesis (argument), main body of text with supporting documentation, and an analytical conclusion.
4) Of course, you will use Turabian or Chicago-style for your footnote citations and bibliography. If you are not a history major or minor, see me.
5) Be sure to separate your primary sources from your secondary sources. You should use at least three primary sources and at least eight secondary sources. These can include some of your assigned readings if they apply to your topic.

Discussions:
Participation grade will count for 200 points for the semester. Of course, this means that good attendance can only improve your participation grade. If you have more than 3 unexcused absences throughout the semester, it will negatively affect your participation grade. If you are not here, you obviously cannot participate. Questions will not necessarily have concrete right or wrong answers but will be designed to encourage students to critically think. The class will respect all opinions expressed. In addition, you should be fully prepared for book discussions and bring your readings or notes on those days.
E-Mail and Telephone Communications

WCU e-mail will be our official form of communication. It is imperative that students regularly check their e-mail accounts for communications about the course. Use HIST 445-01 as your subject heading to prevent deletion. E-mail or the telephone cannot be used to discuss grades. If the nature of a student e-mail is too complex to answer electronically, you will be asked to come during office hours or to make an appointment at a mutually convenient time.

Accommodations for Students with Disabilities:

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office’s website: http://www.wcu.edu/12789.asp

Academic Honesty

Academic dishonesty is a serious offense. Cheating, forged excuses, or plagiarism will result in disciplinary action, which can range from a lowered grade to failing the course. Students should become familiar with the policies regarding academic dishonesty by going online at http://www.wcu.edu/26163.asp, which includes:

1. Cheating. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication. Falsification or invention of information or citation in an academic exercise.
3. Plagiarism. Representing the words or ideas of someone else as one's own in an academic exercise.
4. Facilitation of Academic Dishonesty. Helping or attempting to help someone else to commit an act of academic dishonesty, such as allowing another to copy information during an examination or other academic exercise.

It is very important to understand plagiarism when working on any writing assignment. I will gladly assist any student who is unclear about what constitutes plagiarism. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the student code of conduct http://www.wcu.edu/24861.asp.

Withdrawal

The last date students are allowed to withdraw from courses without penalty is November 4, 2011.

The Writing and Learning Commons (WaLC) seeks to enhance the academic environment and raise the level of academic discourse at WCU by providing tutoring, academic skills consultations, workshops, online learning resources, and faculty consultations. Writing Assistants collaborate with students from all classes and majors at every stage of the writing process, from brainstorming and prewriting to drafting and revising. Course tutors facilitate collaborative group sessions and offer strategies for effective study and efficient time management. Call 227-7197 for writing appointments and 227-2274 for course tutoring. Visit the website, http://walc.wcu.edu, for additional learning and writing resources, hours of operation, and appointment information. All consultations and tutoring sessions take place in 30 Hunter Library. Distance students should use Smarthinking, an online tutoring service available via Blackboard, and WaLC’s online resources.

Make-Up Examinations

1. Only students with university excused absences will be allowed to take make-up quizzes or exams.
2. The following are considered excused absences: illness of the student, serious illness or death of a student's immediate family member, participation in University-sponsored activities (with appropriate official notification no later than one week after the absence), religious holidays, military orders to report for
duty, subpoena for court appearances or other special circumstances. In the event you miss an exam, you must present a written cause of absence, including the phone number of the appropriate person for me to contact in order to verify the information provided. I will keep a copy.

3. It is the responsibility of the student to provide written verification of excused absence as well as to contact me to arrange a make-up exam. I will not contact you regarding missed work.

4. As a general rule, make-up tests must be taken within one week of the missed date.

**Other Deadlines**

Except for exceptional circumstances or excused absence as listed above, there are NO EXTENSIONS on deadlines for papers and other required coursework.

**Lecture and Reading Schedule**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Handout</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>8/22</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>8/26</td>
<td>*<em>READING: Strickland, “Traditional Law Ways and the Spirit World,” in Fire and Spirits, 10-13, 20-33.</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>LECTURE: Defining Community.</strong></td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>9/2</td>
<td><strong>READING: Reid, “A Bloody Hatchet—the War Machine,” 173-84, in A Law of Blood.</strong></td>
<td><strong>READING QUIZ #1</strong></td>
</tr>
<tr>
<td>Mon</td>
<td>9/5</td>
<td><strong>LABOR DAY: NO CLASSES</strong></td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>9/7</td>
<td><strong>Religion</strong></td>
<td><em>LECTURE: Alexander Long and the Payne-Butrick Manuscript</em></td>
</tr>
<tr>
<td>Fri</td>
<td>9/9</td>
<td><strong>ESSAY #1 DUE</strong></td>
<td>Undergrads Meet to turn in ESSAY #1 only</td>
</tr>
<tr>
<td>Mon</td>
<td>9/12</td>
<td><strong>European Contact and Colonization</strong></td>
<td><em>READING: Hatley: “The Early Cherokee-Carolina Trade, 1700-1730,” in The Dividing Paths: Cherokees and South Carolinians through the Revolutionary Era, 32-41.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>HANDOUT: Map, Cherokee Country, 1730.</strong></td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>9/16</td>
<td><strong>READING: Dowd: “Insidious Friends’: Gift Giving and the Cherokee-British Alliance in the Seven Years’ War,” in Contact Points: American Frontiers from the Mohawk Valley to the Mississippi, 1750-1800, 114-150.</strong></td>
<td><strong>HANDOUT: Map, Cherokee Country during the Seven Years’ War.</strong></td>
</tr>
<tr>
<td>Mon</td>
<td>9/19</td>
<td><strong>HANDOUTS: Adair &amp; Timberlake</strong></td>
<td></td>
</tr>
</tbody>
</table>

Mon 9/26  **Revolutions in the Cherokee Country**

**READING QUIZ #3 on Boulware Readings 9/26 and 9/28**

Fri 9/30  LECTURE: Chickamauga Resistance

Mon 10/3  **Cherokees in the Creek War**
**LIBRARY AND RESEARCH DAY: NO CLASS**

Wed 10/5  **DOCUMENTARY:** BATTLE OF HORSESHOE BEND


Mon 10/10  **Cherokee Republic**

**LAST DAY TO WITHDRAW**
**READING QUIZ #4**

Fri 10/14  **FALL BREAK: NO CLASSES**

Mon 10/17  **FALL BREAK: NO CLASSES**

**ESSAY #2 DUE**
Undergrads meet to turn in Essay ONLY

Fri 10/21  **MIDTERM EXAM**

Mon 10/24  **Resistance to Removal**
**HANDOUT:** TBA

Wed 10/26  **LECTURE:** Cherokee Court Cases


Mon 10/31  **Removal**

Wed 11/2  **ADVISING DAY: NO CLASSES**

Fri 11/4  **LAST DAY TO WITHDRAW**

Mon 11/7  **After Removal**


Monday 11/14  **Civil War**

**READING QUIZ #5**

Wednesday 11/16  **Allotment Woes and the Indian New Deal**

Friday 11/18  **Cherokee Freedmen**
*READING:* Yarbrough, “The Cherokee Freedmen’s Story,” in *Race and the Cherokee Nation,* 93-111.

Monday 11/21  **ALL RESEARCH PAPERS DUE**
*Undergrads: Meet to turn in papers only***

Wednesday 11/23  **Thanksgiving Break: NO CLASSES**

Friday 11/25  **Thanksgiving Break: NO CLASSES**

Monday 11/28  **United Keetoowah Band**
*READING:* Murray Commentary, 1-2.

Wednesday 11/30  **Eastern Band of Cherokee Indians**


Friday 12/2  **Tourism**
*Lecture:* The “Disneyfication” of Cherokee

Monday 12/5  **Gaming**

Wednesday 12/7  **Sovereignty**
*Lecture Discussion*

Friday 12/9  **Revitalization**
*Lecture Discussion*

Review for Final Exam
*Last Day of Class*

**Final Exam:** If you have an A in the class, you are exempt from the final exam. Otherwise, you are required to take the exam on Thursday, December 15, 2011 from 8:30-11am.
The era popularly known as “the sixties” poses interesting questions for the historian, some of which we will explore in this class. Why have the sixties, more than most other decades, sparked such interest and passion among widely disparate publics? What distinguishes the sixties from other eras? When did the sixties begin and end, and what constitutes the era’s greatest legacies? Were the 60s revolutionary, as many claimed at the time, or evolutionary? An aberrant time in American history, or seamlessly welded into our national story?

**Course Objectives:** In addition to the usual goals of a history course—development of reading, writing, and oral communication skills, honing of critical skills on both primary sources and secondary interpretations—this class emphasizes several key themes:

---the cresting and gradual waning of Cold War influences on domestic and foreign policy
--changes in ideas about race, ethnicity, gender, and sexuality
--the impact of what is today loosely known as “globalization”

**Course Organization:** A chronological course offering such as this seems to cry out for a chronological layout. The main secondary text for this class follows this imperative, and tentatively, not entirely happily, so will we. As you will note from the scheduled readings below, I have attempted a roughly topical approach crammed into a generally chronological framework. We will use Douglas T. Miller’s *On Our Own: Americans in the Sixties* as our “textbook,” supplemented by the oral history interviews in *From Camelot to Kent State: The Sixties Experience in the Words of Those Who Lived It*, edited by Joan Morrison and Robert Morrison, and the memoir of Vietnam war veteran Philip Caputo, *A Rumor of War*. We will also use some of the primary sources from The Sixties Project, found at [http://www2.virginia.edu/sixties/HTML_docs/Resources/Primary.html](http://www2.virginia.edu/sixties/HTML_docs/Resources/Primary.html) and a few excerpts from longer works on electronic reserve via Hunter Library.

Most days you will have reading assignments to complete before class meets. Some days will have heavier reading assignments than others, so keep up and get ahead, if possible. I encourage you to take notes on your readings, both to enhance your memory and to provide support for in-class quizzes. Class meetings will mix lecture, discussion, small-group work, and short writing assignments. Because this class is so truncated, due to the summer school schedule, we will write book/article reviews (two) and a take-home final essay as the key works to be evaluated. Each book review will account for 20% of your grade. The final essay will be worth 30%, with the final 30% of your grade coming from in-class work (quizzes, writings, participation). Note that this grading scheme places a premium on active, prepared, class participation.
Grad students: You will have the same written assignments as the undergraduates, but will have more readings, including three additional books—*Radio Free Dixie*, by Timothy Tyson; *Why the North Won the Vietnam War*, by Marc Jason Gilbert, ed., and *Long Time Gone*, Alexander Bloom, ed., and half a dozen scholarly articles. All articles are available through J-STOR.

**June 2**: Introduction (no reading)
**June 3**: Postwar America (OOO, chs. 1-2; Grads, Bloom, Introduction)
**June 4**: The Myth of Camelot (OOO, ch. 3; Wofford, Montforts and Wiley in CTKS)
**June 5**: The Racial Revolution Gathers Force (OOO, Ch. 4; Grads: M. J. Heale, “The Sixties in History: A Review of the Political Historiography,” *Reviews in American History*, 33:1 (March 2005): 133-152; Bond article in Bloom)


**June 10**: Students and the CRM (Lewis, Bolden, Zellner in CTKS; grads: Breines and Miller articles in Bloom)

**June 11**: Radical, Liberal, and Conservative Racial Ideologies in Action (OOO, ch. 5; Black Panther Party Platform and Rules, both on The Sixties Project website; Cleaver in CTKS; grads; Wicker article in Bloom)


**June 15**: The Vietnam Era in Foreign Policy (OOO, ch. 6; grads, Appy and Bloom article in Bloom)

**June 16**: War Stories (OOO, ch. 7; Hoagland, Baker, Simon, Mahoney, Wilson, Friedman, the Moores, Sampol in CTKS)

**June 17**: The Antiwar Movement (O’Connor, Carlebach, Coffin, Miller, Matesewitch, Brill, Knight, Hawk and Libby, Berrigan, McAlister, McNamara in CTKS; grads, Wells article in Bloom)

**June 18**: A Soldier’s War (Caputo, entire book) Reviews due—UG’s on Caputo

**June 19**: 1968 (OOO, ch. 8; grads, Andrew Hunt, “‘When Did the Sixties Happen?’ Searching for New Directions,” *Journal of Social History*, 33:1 (Autumn 1999): 147-161)

**June 22**: The Cold War Two-Step (OOO, ch. 9; grads: *Why the North Won the Vietnam War*, entire book) Grads review on article from Gilbert book due

**June 23**: Feminisms I (OOO, ch. 11; Gorrell, Ferrin, Popkin, Anderson and Laurie in CTKS; grads, Evans article in Bloom)
June 25: Student Movements (Weinberg, Ross, Goldwasser, O’Connell, Tom Jones, Whitfield, Smalls, Ranum, Bibberman, Oglesby, Jeff Jones and Ayers in CTKS)
June 26: Countercultures (Zapator, Malcolm, Compton, DeGennaro, Hoffman, Forman, in CTKS; grads, Melton article in Bloom) UG’s review of Morrison and Morrison segment due

July 2: Take home exams due in class; discussion of said exams and minor celebration
Course Objectives: Wars are among the most compelling subjects in history, and the memories of wars shape not only how the next war is fought but how the citizens of any nation think about themselves, their character, and their national purpose. In this course, we will consider wars fought by the United States from the Spanish-American-Cuban-Filipino War of 1898-1903 to the current wars being waged in Afghanistan and Iraq. In addition to considering such traditional questions such as the causes and nature of specific wars and the relationship of the homefront to the battlefield, we will also examine the difference between individual and collective memory, state commemoration and memorials (or in a couple of cases, state and public amnesia) and the conflict between the desire to celebrate warfare as heroic and to mourn it as tragic. We will also look at how public memory of wars is shaped and what agents do the shaping.

Course Structure: This course will mix lecture (minimal), discussion, small group work, and movie analysis. There will be one midterm, a final, and an analytical paper. Graduate students will add one book review. Instructions on these assignments will be provided separately.

Grading: The midterm and paper will each be worth 25% of your grade, and the final 30%. The final 20% will come from attendance, participation, and group leadership. Each student will be required to act as group leader for a specific small group task or discussion; your job on that day will be to effectively lead your group in completing the task, and then reporting the group’s findings to the rest of the class—acting as a liaison between the small group and the larger class. We will establish norms of leadership and membership early in the semester and I will use these to evaluate participation as a whole. Note that since this course is severely abbreviated (5 weeks instead of 16), more than 2 absences will hurt your grade. If you know in advance that you will miss more than two classes, please consult with me immediately.

Communication: I will communicate with the class via email, using your WCU email account. Remember to check it. Each student is entitled to one paper copy of most assignments and instructions (exception: I will only email you the midterm and final exam questions); after that you will need to download your own copy. I will email all instructions and exam questions to the class. Please save these in whatever manner seems best to you, and do not harass me to resend items. If you are not receiving the class emails, let me know ASAP.

Required Books: [Note that none of these is a rental text since book rental policies hinder flexibility in teaching this course. I’m sure you all know how to find the cheapest books on-line.]
For undergraduates:
*Double Victory*, Ronald Takaki
*Myth and the Greatest Generation*, Kenneth D. Rose
*The Things They Carried*, Tim O'Brien

For graduates: All of the above books, and
*The Korean War*, Steven Lee Hughes

**Week One**
**June 1:** Introduction/the Spamcufi War (no reading for this class but begin reading Takaki and Rose at once, especially if you read slowly)
**June 3:** The Great War/Modern War (Reading: David Kennedy, *Over Here: The First World War*, pp. 52-75)

**Week Two**
**June 7:** Division and Memory (read on-line three poems: “I Sing of Olaf Glad and Big,” by e. e. cummings, “If We Must Die,” by Claude McKay, and “Dulce et Decorum Est,” by Wilfred Owen. If you google the titles, they’ll come right up.)
**June 8:** War is Hell and Makes No Sense (movie, no reading, but work on Takaki)
**June 9:** Interregnum (no reading, work on Takaki; maybe begin Rose)
**June 10:** The Second World War in a Rainbow Hue (Reading: Takaki, chapters 1-6)
**June 11:** War, Internment, Holocaust (Reading: Takaki, chapter 7-9)

**Week Three**
**June 14:** War and Good War (Reading: Rose, parts I and II)
**June 15:** War, Culture, Legacies (Reading: Rose, parts III and IV)
**June 16:** Hollywood’s War (movie; no reading)
**June 17:** Midterm exam—1st hour exam; War in Korea [second hour; no reading]

**Week Four**
**June 21:** Korea: A War to Forget (Marilyn Young,”Korea: The Post-War War,” *History Workshop Journal*, No. 51 (Spring 2001): 112-126, J-STOR; grads finish the Lee book)
June 22: The Understated War (movie, no reading)
June 23: Vietnam War (overview; read Levy, America in the Sixties: Right, Left and Center, pp. 136-148, e-reserve)
June 24: Did the US Lose? Did the North Vietnamese Win? (Gibson, The Perfect War, ch. 5; grads: Robert K. Brigham, “Why the South Won the American War in Vietnam,” e-reserve or email)
June 25: Vietnam in film—analytical papers due

June 28: Vietnam in fiction (O’Brien, The Things They Carried, entire book)
July 1: Final Exam
History 451: Women in America
TR 11-12:15 McKee 208
Dr. Gael Graham Fall 2008 Office: 203A McKee Office Hours: MWF, 9:30-11 a.m;
Tues. 3-4 p.m. and by appointment
Office Phone: 227-3865 Home phone: 293-3232 (please don’t call after 9 p.m.)
Email: graham@email.wcu.edu

Course Objectives: This class examines the diverse and changing roles of American women from before any women thought of themselves as “American” until roughly the present day. It is not primarily the history of women’s oppression and slow struggle for rights, although we will explore those themes. Rather, this class reflects the ways in which the “discovery” of women in history has been as radical as Columbus’ “discovery” of the New World. It has reshaped all that has gone before and led to a profound reorientation of the field. We will pay attention to those changes, while considering the ways in which “adding in women” has shifted our focus, allowing us to see new things.

In simpler terms, you will learn a good deal about American history and women’s roles in it, but expect that your own angle of vision may be altered as a result of this class. We will also work on other vital historians’ skills: reading comprehension, reading for argument, critical thinking, writing skills, and research skills.

Course structure: The course is organized chronologically and topically. For most class meetings you will have readings to do before class; in class, we will work critically with the readings, analyzing them for argument, evidence, and persuasiveness. We will grapple with the “facts” of history and their meaning[s]. I will strive to keep lecture to a minimum, and expect that all of you will do your part by reading and coming to class prepared to discuss the readings. We will also do some in-class writing, document analysis, and other hands-on type of work.

Required readings: The rental text for this class is No Small Courage, edited by Nancy Cott. Each chapter has been written by a prominent historian, but—in the manner of most textbooks—each chapter is jammed with information. Our task in class will be to sift through all of this information, make connections, and make sense of patterns, trends, and conflicts. Our supplemental readings include Laurel Thatcher Ulrich’s A Midwife’s Tale, Joan Jacobs Brumberg’s The Body Project, and Valerie Taylor’s The Girls in 3-B. Ulrich’s book demonstrates how a women’s history perspective took what other historians considered a boring and useless old midwife’s diary and transformed it into a window into late 18th-century American social and cultural life. Brumberg looks at how history has happened to bodies—women’s bodies—from Victorian times to the present. Most living American females will be able to relate to her work. Taylor’s book is an example of lesbian pulp fiction published after WWII. I guarantee that you will have a different impression of women in 1950s America after reading this book. Donna Reed, ha!

Grading Scheme, Learning Measures, etc. etc. I use a 1000 point scale for grading, with 900 points necessary for an A, 800 for a B, and so on. The main piece of work for
this class will be a documented research paper. That is, in addition to actually writing the paper, you will document the process you go through in research, writing, rewriting, and presenting the paper. Taken as a whole, this project will account for 50% of your grade (25% for the paper itself, 5% each for a proposal, two readers’ reports, an abstract, and a portfolio). In addition there will be three unit exams, each of which will be worth 10% of your grade. Because the research project looms so large in this class, there will not be a final, cumulative exam, and we will use the scheduled final exam period for an in-class conference at which you will present your papers. The last 20% of your grade will come from in-class exercises, homeworks, handouts, and participation.

**Expectations:** I expect that students will come prepared to class, will participate in class discussions and activities, will ask questions to clarify matters or satisfy curiosity, and will listen respectfully—even critically—when others are speaking. Please silence and put away all cell phones and eat your lunch somewhere else. Use the restroom before or after class, not in the middle. Please talk to me at once if you are having difficulties with class assignments or if life is overwhelming you. Student athletes or students with disabilities, I expect you to manage your situation and any accommodations that you require. For my part, you may expect me to be energetic and enthusiastic about this class, to listen respectfully to your questions and comments, to provide you with feedback on your work in a timely way, and to try to model to you the behaviors and skills that I hope you adopt and develop.

Liberal Studies: In accordance with WCU’s Liberal Studies Program, this course is designed to help each student attain the knowledge, skills, and attitudes of an educated person, including the ability to think critically, communicate effectively, identify and solve problems reflectively, use information and technology responsibly, develop an appreciation for the creative and performing arts, and, form a basis for continued personal development and lifelong learning.

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

**Academic Honesty**

Students should familiarize themselves with WCU’s academic honesty policy, found in your student handbook. Penalties for any form of academic dishonesty range from a zero on the assignment to a failing grade in the class, based on my assessment of the gravity of the infraction. All violations of the academic honesty policy will be reported to the department head, who may recommend reporting to the college dean or the student affairs office for further action. It is the student’s responsibility to understand what constitutes cheating or plagiarism and to ask questions of the instructor should there be any lack of clarity.

**Schedule:**
Aug. 19: Introduction (no reading for this class, but begin Cott and Ulrich tonight. The Ulrich book must be completed by September 11)
Aug. 21: The First Americans (Cott, pp. 3-36)

Aug. 26: Eighteenth and Nineteenth Century Indians (Cott, pp. 36-50) Proposals and Bibliographies due in class
Aug. 28: European Women in the New World (Cott, pp. 51-86)

Sept. 2: Colonial Conflicts and Changes (Cott, pp. 86-105)
Sept. 4: Population Growth and Political Pressures (Cott, pp. 109-148)

Sept. 9: A Women’s Revolution? (Cott, pp. 148-178)
Sept. 11: A Midwife’s Tale (Ulrich, entire book)

Sept. 16: 1st Exam
Sept. 18: Nineteenth-Century Womanhood (Cott, pp. 179-208)

Sept. 23: Women’s Sphere (Cott, pp. 209-236)
Sept. 25: The Diversity of Women’s Experiences (Cott, pp. 237-278)

Sept. 30: The Civil War (Cott, pp. 278-288; Alice Williamson diary, on-line at http://scriptorium.lib.duke.edu/williamson/)
Oct. 2: Race and Gender After the Civil War (Cott, pp. 289-315)

Oct. 7: Women, Work and Mobility (Cott, pp. 315-352)
Oct. 9: Fall break

Oct. 14: Fall break
Oct. 16: Progressive Era Women (Cott, pp. 353-385) Research Papers Due in class

Oct. 21: Progressive Politics and Its Demise (Cott, pp. 385-412)
Oct. 23: 2nd Exam

Oct. 28: Women Between the Wars (Cott, pp. 413-442) Peer Review Reports due in class
Oct. 30: Depression and New Deal (Cott, pp. 442-472)

Nov. 4: Reading day, no class. I will be in my office during normal class hours and encourage you to come by and chat about your papers.
Nov. 6: Bodily History (Brumberg, entire book)

Nov. 11: World War II and Its Aftermath (Cott, pp. 473-500)
Nov. 13: Women in the Fifties (Cott, pp. 500-528)

Nov. 18: Deviant Women in the Other Fifties (Taylor, Girls in 3-B, entire book)
Nov. 20: Feminism Reborn (Cott, pp. 529-554)

Nov. 25: Late 20th Century (Cott, 554-586)
Nov. 27: Thanksgiving holiday

Dec 1: 3rd Exam
Dec 3: Reflections on women and history (no reading)
Dec. 5: Makeup Exams (no class for other students)

Final Exam: We will have our women’s history conference on this date, which is Tuesday, Dec. 9, 12:-2:30.
HIST 452
American Diplomatic History

Instructor: Alex Macaulay
Phone: 227-3497
Office: 204A McKee
email: macaulay@email.wcu.edu
Office Hours: Monday, 9:00-11:00 AM
Tuesday, 2:00-5:00 PM
and by appointment

Rental Text:

Dennis Merrill and Thomas Paterson, *Major Problems in American Foreign Relations, Concise Edition*

Required Supplemental Texts:

James H. Merrell, *Into the American Woods*
Kristin Hoganson, *Fighting for American Manhood*
Mary L. Dudziak, *Cold War Civil Rights*
David Farber, *Taken Hostage*

Course Description:

Many people view diplomatic history as the study of dead (or at least old) white guys. Although deserved in some cases, this reputation perpetuates a tendency to depict major developments in American foreign relations as the work of select individuals who impose their own beliefs, goals and ideals on the rest of the nation. In this class, though, we will link foreign and domestic concerns, demonstrating that the men and women who formulate our international policies fall subject to the same intellectual, cultural, economic and political forces shaping American society as a whole.

Although we know the outcome of most of these international negotiations (Napoleon sold Louisiana, the Berlin Wall came down), we need to remember that these outcomes were not inevitable. When we revisit diplomatic debates and confrontations in class, keep in mind that the end results could have been different had one side or the other employed a different argument or strategy. Therefore, when we look back and try to recreate these events, keep an eye out for innovative policies or approaches that might have reshaped our nation’s history.

Course Requirements and Expectations:

CLASS PARTICIPATION: A major emphasis in the class will be on discussion (Please note the relative weight of participation in calculating your final grade). Therefore, you are required to come to class ready to critically examine the readings
and sources under consideration. Your participation grade will be determined by the **quality**, not just the quantity, of your contributions to the class. Much of the class will revolve around discussions of the weekly readings, so it is crucial that you come to class ready to talk about the assigned material.

**ATTENDANCE:** Students are required to attend class, even if you are tired, generally grumpy, etc. Excessive absences will not only hurt your participation grade, but will also limit your chances of performing well on the tests since much of the exam material will come from in-class discussions and lectures. You can miss three (3) classes without a penalty. Every absence after three will result in 5% of your semester grade being deducted per missed class. With the exception of emergencies and university-related functions (sports, choir, etc), I make no distinction between “excused” and “unexcused” absences when it comes to regular class meetings (note below the policy for missed examinations).

**Course Assignments and Grades:**

1. You will take a midterm and a final. Both tests will be a mix of identification and essay questions.

   **Important Note** – Missed examinations may be made up only with the instructor’s permission, after presentation of an acceptable written or printed excuse, official or otherwise, not generated by the student. Unexcused absences for examinations will result in the student’s receiving a grade of zero on the examination in question.

2. You will turn in three **3 to 5 page** book reviews. Check the syllabus for specific dates. Late papers will be penalized one letter grade for each day that they are late. I do not accept papers over email. I will answer any questions you may have about these papers, reviews, and other assignments in advance of their due dates.

3. You will also turn in a **7 to 8 page** original research paper. For this paper, I want you to examine contemporary coverage of a major development in US diplomatic history. Focus especially on the editorial comments and predictions offered by a variety of newspapers (ex. *New York Times*, *Washington Post*, *Atlanta Journal-Constitution*, *Pittsburgh Courier*, etc.) and/or news magazines (ex. *Time, Life, Newsweek*, etc). What issues do the various pundits emphasize? What issues do they obscure or overlook? What do they claim is at stake in these negotiations? What do they predict will be the outcome of these negotiations? What does this coverage tell us about America’s foreign and domestic priorities at the time?

   The strength of your paper (and consequently your grade) will be based heavily on the extent and depth of your research. That means the more sources, the better. **You must use at least six different primary sources and three secondary sources.** DO NOT USE ARTICLES FROM THE INTERNET AS A PRIMARY SOURCE. You may use internet search engines such as Lexis-Nexis to track down
articles, but you must cite and thus actually read the original documents you discuss in your paper.

A word of caution here - PROOFREAD your papers before turning them in to me. A paper full of grammatical errors and sentences lacking verbs, subjects, or vowels indicates to me that this was a hastily thrown together work that you didn’t take seriously. As I write out this syllabus, the Clemson basketball team is well on its way to capturing its first national title (or at least a win in Chapel Hill), so I have plenty of other things I would rather be doing than grading papers. If I feel you didn’t put forth a solid effort, your grade will reflect my disappointment and frustration.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You may also visit the office’s website: http://www.wcu.edu/12789.asp

Grade Breakdown:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm</td>
<td>15%</td>
</tr>
<tr>
<td>Book Reviews</td>
<td>45% (15% apiece)</td>
</tr>
<tr>
<td>Research Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
</tbody>
</table>

Grading Scale:

A = 90 – 100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = 59 and below

CLASS SCHEDULE – Weekly readings should be read by the first class meeting of the week.

Week One (January 11 and 13)
Introduction

READINGS: *Major Problems*, Akira Iriye, “The Importance of Culture”;
Laura McEnaney, “Gender Analysis and Foreign Relations”;
Michael H. Hunt, “The Racial Hierarchy”;
J. Garry Clifford, “Bureaucratic Politics and Policy Outcomes”
Week Two (January 18 and 20) - From Dependence to Independence: Colonial and Revolutionary Diplomacy
**READINGS:** *Major Problems*, Chapter Two

Week Three (January 25 and 27) - New Nation, New Government, New Problems

**January 27 - Turn in review of Merrell’s *Into The American Woods***

Week Four (February 1 and 3) – Ambivalent Isolationism: Mr. Madison’s War and Mr. Monroe’s Doctrine
**READINGS:** *Major Problems*, Chapter Four, pp. 93-99 and 106-114; *Major Problems*, Chapter Five

Week Five (February 8 and 10) – Let’s Mess With Texas
**READINGS:** *Major Problems*, Chapter Six

Week Six (February 15 and 17) – Flexing Our Imperial Muscles
**READINGS:** *Major Problems*, Chapter Seven, pp. 163-175

**February 17 - Turn in Review of Hoganson’s *Fighting for American Manhood***

Week Seven (February 24) - **MIDTERM**

Week Eight (March 1 and 3) – Myrtle Beach and the Diplomacy of Spring Break

Week Nine (March 8 and 10) – Making the World Safe for Democracy
**READINGS:** *Major Problems*, Chapter Eight

Week Ten (March 15 and 17) - World War II: Fighting With Our Allies
**READINGS:** *Major Problems*, Chapter Nine

**March 17 - Turn in brief description of research paper topic and a preliminary list of sources**

Week Eleven (March 22 and 24) – “Scare hell out of ‘em”: Cold War Diplomacy at Home and Abroad
**READINGS:** *Major Problems*, Chapter Ten
Week Twelve (March 29 and 31) – Passing the Torch: “New Frontiers” of US Diplomacy
READEINGS: Major Problems, Chapter Eleven, pp. 324-338; Major Problems, Chapter Twelve, pp. 386-409

March 31 - **Turn in Review of Dudziak’s Cold War Civil Rights**

Week Thirteen (April 5 and 7) – “Peace With Honor”? Vietnam
READEINGS: Major Problems, Chapter Thirteen

Week Fourteen (April 12 and 14) –
FILM: Fog of War

Week Fifteen (April 19) – From Détente to the “Evil Empire”
READEINGS: Major Problems, Chapter Fourteen

**April 19 - Undergraduate Research Papers Due**

Week Sixteen (April 26 and 28) – “Why Do They Hate Us?”: American Diplomacy in the 21st Century
READEINGS: Major Problems, Chapter Fifteen and David Farber’s Taken Hostage
“Wars may be fought with weapons, but they are won by men. It is the spirit of the men who follow and the man who leads that gains victory.” – General George S. Patton

“The price of liberty is eternal vigilance.” – Thomas Jefferson

Professor: Dr. Richard D. Starnes
Office/Office Hours: McKee 265 M 8-9 and By Appointment
Telephone: 227-3910
E-Mail: starnes@email.wcu.edu
Home Page: http://wcuvax1.wcu.edu/~starnes/

Welcome to History 454/554, American Military History! This course explores the relationship between war and American society since the colonial period.

Course Objectives: At the end of the course, you will:

a. Understand war as a causal force in American history.
b. Understand the social, political, and economic ramifications of war.
c. Understand the major historiographical schools of American military history.
d. Understand the development of strategy, tactics, and doctrine in American military history.
e. Understand the effects of technology on war fighting.

Class Presentation: This course will investigate American military history through lectures, class discussions, films, and outside readings.

Class Participation: I expect you to participate in class. Moreover, I expect you to prepare for class by reading the assignments, and coming to class ready to discuss them. If you repeatedly come to class unprepared, I reserve the right to ask you to leave. You will be graded on your contributions to class discussions, as well as the appropriateness and quality of those contributions. In this class, everyone has the right to state your views and the responsibility to respect the views of others. Comments that are inappropriate (We're all adults. We know what is and what is not appropriate in a classroom setting) will not be tolerated. Likewise, your comments should focus on the subject being discussed, and not digress into things further afield.

Books:
Allan Millett and Peter Maslowshi, For the Common Defense (Rental Text)
John Whiteclay Chambers II and G. Kurt Piehler, **Major Problems in American Military History**
Mark Bowden, **Black Hawk Down**
Walter Lord, **Incredible Victory: The Battle of Midway**
Harold Moore, **We Were Soldiers Once ...and Young**
Stephen Sears, **Landscape Turned Red**

**Book Reviews:** You will read and review four supplementary books (Bowden, Lord, Moore and Sears). These reviews will be no longer than 750 words (approximately 3 pages), and **must** conform to generally accepted standards for professional book reviews. That means they must strike a balance between summarizing the book’s content, analyzing the author’s argument, and assessing the book’s general readability and importance. If you disagree with the author's thesis, say so! Your challenge is to take these authors to task by giving them each a thorough critique. Attached is a sample book review from the *Journal of Southern History* to give you an example of the type of review I am looking for.

**Research Paper:** See separate sheet.

**Late Papers:** Papers are due on the date listed on this syllabus. You will be penalized 20 points for each day the work is late. Late is defined as after class begins on the due date. Emergency exceptions will be handled on a case-by-case basis.

**Exams:** There will be a midterm and a final in this course. Exams will be essay in format and the final will be comprehensive. These exams will require you to use material from class discussions, outside readings, and lectures together with your own critical thinking and interpretative skills. There will be no make-up exams unless approved by me in advance. Emergencies will be handled on a case-by-case basis.

**Response Papers:** Periodically, I will pose a question to the class based on the readings in the *Major Problems* text. I will expect you to craft a written response in class based on the readings, using your own analytical and interpretative skills. If you take notes on the readings, you may use them for the response papers. You may not use the text itself. We will have at least five throughout the semester, and these cannot be made up.

**Graduate Students:** Graduate students have a separate grading scale and additional course requirements. See the graduate student supplement to this syllabus.

**Final Exam:** 6 May 2002

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Review 1</td>
<td>100</td>
</tr>
<tr>
<td>Book Review 2</td>
<td>100</td>
</tr>
<tr>
<td>Book Review 3</td>
<td>100</td>
</tr>
<tr>
<td>Book Review 4</td>
<td>100</td>
</tr>
<tr>
<td>Midterm</td>
<td>100</td>
</tr>
<tr>
<td>Final</td>
<td>100</td>
</tr>
<tr>
<td>Response Papers</td>
<td>100 (5 x 20 Points Each)</td>
</tr>
</tbody>
</table>
Research Paper - 200
Participation - 100

1000 total points

**Grading Scale:** The grading scale is based on total points. I reserve the right to adjust grades upward as much as 30 points to reward outstanding improvement, performance, or contributions to class discussions.

\[
\begin{align*}
A & = 940-1000 \\
A- & = 900-939 \\
B+ & = 870-899 \\
B  & = 840-869 \\
B- & = 800-839 \\
C+ & = 770-799 \\
C  & = 740-769 \\
C- & = 700-739 \\
D+ & = 670-699 \\
D  & = 640-669 \\
D- & = 600-639 \\
F & = Below 600
\end{align*}
\]

**Attendance:** I expect you to attend class. Class discussion and participation are fundamental aspects of this course, and you cannot be successful if you do not attend. I reserve the right to reduce your participation grade 20 points for each hour absence in excess of three class hours.

**Academic Dishonesty:** Academic dishonesty in any form will not be tolerated. Cases will be handled in accordance with University policy. See the Student Handbook for more information. If you have questions about what constitutes academic dishonesty, see me.

**Special Accommodations:** Students requiring special accommodations should visit Student Support Services for a referral. I will arrange all necessary accommodations.

**Class Schedule**

*14 January 2002*

Course Introduction
War and Society
Principles of War

*21 January 2002*

No Classes Meet – MLK Holiday

*28 January 2002 – Origins of the American Military Tradition; Colonies in Conflict*
Millet and Maslowski, Chapter 1
*Major Problems*, Chapters 1 & 2

- a. What set the American military tradition apart?
- b. How did colonial society shape early military history?

4 February 2002 – *The American Revolution*

Millet and Maslowski, Chapter 2
*Major Problems*, Chapters 3

- a. How did colonial conflicts shape the coming of the Revolution?
- b. Was Washington a good military leader?
- c. Why did soldiers enlist in the Continental Army?

**Paper Topics and Preliminary Bibliographies Due**

11 February 2002 – *Wars of the New Nation*

Millet and Maslowski, Chapter 4
*Major Problems*, Chapters 4

- a. How did the concept of limited war shape early American conflicts?
- b. How did early Americans feel about a large standing army?
- c. In what ways was the War of 1812 important to America and its military institutions?

18 February 2002 – *War and Manifest Destiny*

Millet and Maslowski, Chapter 5
*Major Problems*, Chapter 5

- a. What is manifest destiny?
- b. How did Jacksonian democracy shape the military?
- c. What did the war with Mexico mean for the nation?

**Final Bibliographies Due**

25 February 2002 – *The Civil War*

Millet and Maslowski, Chapter 6 & 7
*Major Problems*, Chapter 6

- a. Was the Civil War a modern war?
- b. Was the Civil War a total war?
- c. Of Grant, Sherman, or Lee, which best understood what was required for their respective sides to win the war?
Review of Sears, *Landscape Turned Red Due*

4 March 2002 – *Reconstruction and War on the Great Plains*

Millet and Maslowski, Chapter 8  
*Major Problems*, Chapter 7

a. What was the underlying strategy for the Indian Wars from the United States’ perspective?  
b. In what ways did the military shape Reconstruction policy?

*Midterm Exam*

11 March 2002 – *Spring Break*

18 March 2002 – *Modernization and the Wars of Empire*

Millet and Maslowski, Chapters 9 & 10  
*Major Problems*, Chapter 8

a. What were the principles that guided American strategic thinking during the late nineteenth century?  
b. What was the military’s role in empire building?  
c. Does this period reflect continuity or change in American military thinking?

25 March 2002 – *World War and Lessons Learned*

Millet and Maslowski, Chapters 11 & 12  
*Major Problems*, Chapter 9 & 10

a. What were the American strategic goals during the First World War?  
b. How did the Americans approach coalition warfare?  
c. How successful was their approach?  
d. What lessons did the First World War offer American military and civilian leaders?

*Research Paper Due*

3 April 2002 – *World War II (Wednesday)*

Millet and Maslowski, Chapters 13 & 14  
*Major Problems*, Chapter 11 & 12

a. What were the American strategic goals during the Second World War?  
b. How did the Americans approach coalition warfare?  
c. What conventional innovations aided American victory?
d. Was World War II a total war?
e. Were nuclear weapons necessary for the defeat of Japan?

**Review of Lord, Midway The Incredible Victory Due**

*8 April 2002 – The Cold War and American Society*

Millet and Maslowski, Chapter 15 & 16
*Major Problems*, Chapter 13

a. How did the Korean War reflect the tensions of the Cold War?
b. What did the Cold War do to alter American society?
c. Was the Cold War a war in the literal sense?

*15 April 2002 – Vietnam*

Millet and Maslowski, Chapter 17
*Major Problems*, Chapter 14

a. What were America’s strategic goals for the Vietnam War?
b. What made the Vietnam War different than other American conflicts?
c. What lessons did the war offer military and civilian leaders?

**Review of Moore, We Were Soldiers Once…and Young Due**

*22 April 2002 – War and American Popular Culture*

*29 April 2002 – America and War Since Vietnam*

Millet and Maslowski, Chapter 18
*Major Problems*, Chapter 15

a. How did the Vietnam experience change the American military? Social attitudes about the military?
b. What themes define the American military experience since the 1970s?

**Review of Bowden, Black Hawk Down Due**

*6 May 2002*

Final Exam
American Religious History
History 455-01
Fall 2011
TTh 11:00 – 12:15
209 McKee

Dr. Mary Ella Engel
222B McKee
mengel@email.wcu.edu
Office phone: 227-3838
Office hours:
TuTh 9:00 – 10:30 a.m.
and by appointment

In God We Trust. Historians tell us that the United States is the most religious nation on earth. So religious, in fact, that we demonstrate our commitment to providence on our currency, both paper and coin. If America is the most religious country in the world, how did we get that distinction? This course is designed as an introduction to religion in the United States, with an emphasis on the rich diversity of religious practice in the nation. Our goal is to explore the nature of religion in American society by considering the interaction of its various participants – including women, racial and ethnic minorities, and religious “outsiders” – in shaping American culture. The course will pay particular attention to the impact religion has had on our nation’s history and inversely how religious traditions have been shaped by their encounter with American culture.

Course Objectives:

By the end of this course:

- Students will be able to evaluate the role of religion as a causal force in American history and American culture.

- Students will be able to describe and discuss major trends and conflicts in American religious history.

- Students will be able to examine the historical issues created by religious diversity in the United States.

Note: This is not a course about religious doctrine, which religion is “right,” or about your personal search for spiritual Truth. This class is a forum of ideas about the role of religion in America, not a platform for propagating a particular viewpoint. Our discussions will be carried out in a way that allows us to share ideas in an atmosphere of respect, the very foundation of a university education. Disrespect for colleagues in word or deed will be dealt with quickly and punitively.
Class Presentation:

In this course you are expected to do more than simply memorize names and dates; rather, you should be prepared to engage and discuss the ideas that shaped historical events. You will be asked to critically analyze actions and arguments. You will be expected to demonstrate your reading comprehension and your ability to write and speak clearly.

This course will consist of lectures, discussions, assigned readings, document workshops, quizzes, and exams. Students are responsible for all information contained in the textbook and additional reading, films, and class discussions. Note-taking is absolutely essential for successful completion of this course as the exams will rely heavily on material taken from my lectures.

Rental text:

Jon Butler, Grant Wacker, and Randall Balmer, *Religion in American Life: A Short History*

The rental text serves primarily as a resource, a helpful addition to the lectures. I have indicated appropriate readings from the rental text on the class schedule.

Supplementary texts:

Richard Godbeer, *Escaping Salem: The Other Witch Hunt of 1692*

Paul E. Johnson, *A Shopkeeper's Millennium: Society and Revivals in Rochester, New York*

Ann Braude, *Radical Spirits: Spiritualism and Women's Rights*

Deborah Dash Moore, *G I Jews: How World War II Changed a Generation*

Dennis Covington, *Salvation on Sand Mountain: Snake Handling and Redemption in Southern Appalachia*

NOTE: If you wish to purchase the supplementary texts, they should be available in the university bookstore; however, I will also place copies of all the supplementary texts on reserve at the library.

Course Requirements:

Exams: There will be a midterm and a final exam in this course. Exams may include questions requiring identification/significance, as well as a strong essay component. Do not schedule travel, job interviews, or other personal activities for days on which examinations are scheduled. Please speak with me in advance if you anticipate a conflict. All make-up exams will be scheduled on an individual basis. The midterm and final exam will each be worth 15% of your final grade.

Book Reviews: You will produce three book review essays this semester. Each review should be double-spaced, use standard fonts and margins, and be no longer than 750 words (2-3 pages). They should conform to generally accepted standards for professional book reviews. This means they must strike a balance between summarizing the book’s content, analyzing the author’s argument, and assessing the book’s general readability and importance. You may find it helpful to consult a history journal – *The Journal of Southern History*, for example – to view sample book reviews. Each review will be worth 10% of your final grade.

In your review, you should carefully consider the thesis, or main argument, of the book. From what perspective does the author approach his/her material? What interpretation does the author apply to the event under study? Does the argument make sense to you in light of the evidence offered, or is it logically inconsistent or unsupported by the evidence? You should carefully consider the issue of evidence in your paper, best accomplished by examining the notes and/or bibliography. Is the book analytical and based on
original research with primary sources? Does this research seem complete and adequate to you? Are there glaring omissions? Is the book synthetic, meaning that the author has consulted almost exclusively secondary sources then attempted to synthesize this material into a coherent interpretation of the subject in question? Again, does the research seem complete, sufficient to support the interpretation offered? If you disagree with the author, say so!

Consider, for example:
In this class, I will ask you to write a book review essay on *A Shopkeeper’s Millennium*. In this book, the author explores the Second Great Awakening in the early nineteenth century. The book raises a number of important questions about this religious experience. What was the Second Great Awakening? What were its origins? Was it strictly a “religious” phenomenon, or did its effects spill over into other areas of American life? What messages were at the heart of revivalism? Whose interests did it serve? Was revivalism a force for control or liberation? In other words, was the spread of evangelical revivalism in the early nineteenth century a “top-down” movement to impose social control on the lower classes or a “bottom-up” movement challenging traditional hierarchies? Did it advance the cause of democracy or further the ambition of elites? These are some of the questions you may consider as you read this book.

Research Paper: You will produce a paper of original research on a topic of your choice. Your topic must be approved by me in advance. You should employ a variety of sources, including secondary works, but your research must include primary source material. Your paper should be 10-12 pages in length, and use standard fonts and typesettings. Papers should include footnotes. Please follow the guidelines in *Turabian* for citations. Papers are due at the beginning of class on the date listed in this syllabus. You will be penalized 20 points for each day the work is late. Emergency exceptions will be handled on a case-by-case basis. The research paper will be worth 20% of your final grade.

On September 27, you must submit a prospectus for your research paper. Describe your topic. What about the topic interests you? Why is it an intellectually interesting topic? What questions does the topic raise for you? Before you submit your topic, you should do preliminary research to verify that sufficient source material is available to support your study.

On October 6, you must submit a bibliography (not a list) that indicates what sources, primary and secondary, you intend to use.

The research papers are due on November 29.

You may consider the following areas of inquiry to help you define your topic. These topics are quite general and are intended only as a starting point. You are free to explore topics that are not on this list. As you think about your study, you should be thinking about how to refine your topic to keep it manageable.

- Denominational histories
- Personalities
  Examples: Mother Ann Lee, Billy Graham, Aimee Semple McPherson, Malcolm X
- New Religious Movements
  Examples: Unification Church, The Peoples Temple, Church of Scientology
- Religious Conflict
  Examples: Anne Hutchinson, Scopes Trial, Branch Davidians
- Slogans
  Examples: “God is Dead” and “What Would Jesus Do?”
- Supreme Court Cases
  Example: *Engel v. Vitale*
Examination of U.S. History Textbooks
Example:
U.S. History or World History textbook to evaluate content about religion
Science textbooks to evaluate the evolution/creation debate

Or you may consider one of the following essential questions about U.S. religious history:

- What were the traditional belief systems of Native Americans, and what impact did European contact have on them? What does “religious freedom” mean to Native Americans?

- Were the Puritans repressed traditionalists or radical utopianists? When and why did Puritanism decline? What lasting impact did the Puritans have on American religion, culture, and society?

- What role did religion play in the shaping of the new United States? What has been the meaning of “separation of church and state” in American history? How have American denominations adapted to this system?

- What has been the relationship between religion and patriotism in American history? To what extent has reverence for the Founding Fathers and America’s democratic institutions substituted for an established church and become a kind of nationalistic (civil) religion?

- In what ways and to what extent has confidence in the great destiny of the U.S. been accompanied by a belief that America would be the scene of the millennium, a thousand-year reign of Christ prophesied in the Bible? Why do millennial beliefs resonate so with Americans?

- How did the institution of chattel slavery affect southern religion, and vice versa? What was the relationship between the Christianity of European-Americans and the Christianization of African-Americans?

- How did the frontier experience shape American religious expressions and institutions, and vice versa?

- What roles have women played in American religion? In what ways did religion enforce gender roles? In what ways did it help to liberate women from traditional constraints?

- What role did religious values and religious leadership play in such reform movements as abolitionism, temperance, nativism, utopianism, and public education?

- What role has religion played in the African-American community? In what ways has it preached accommodation to white supremacy? In what ways has it supported resistance to racism and oppression?

- Were missionaries “cultural imperialists” who fostered an aggressive, intolerant attitude toward other cultures, or were they a voice of conscience in American relations with weaker groups?

- How did religious leaders respond to the conflicts and injustices of an industrializing America? How much did Social Gospel leaders depart from previous religious beliefs, and what was the relationship between liberal religion and social reform during the Progressive Era?

- What were the roots of 20th century divisions between “conservative” and “liberal” religions? What roles were played by theological differences, the impact of science, and social tensions? What are the roots of the Christian Right, and what accounts for their recent successes?
What role have “religious outsiders” played in American history? In what ways has American religious life incorporated beliefs normally considered inconsistent with orthodox Christianity? How “new” is New Age?

From the Great Depression through the global struggles against Fascism and Communism and the Civil Rights Movement, how have American religious leaders and organizations attempted to define and confront enormous problems of evil and injustice?

**Daily Work:** The things we do in class on a daily basis (quizzes, primary document workshops, etc.) may not be made up and will account for 10% of your final grade.

**Participation:** Class Participation will account for 10% of your final grade. Your participation grade will be negatively affected by absences.

**Class Courtesy:**

If you should arrive after class has begun, please take your seat quietly and be sure to see me after class to make sure you are recorded as present. I am always happy to entertain your comments and questions during class, but private conversations with your classmates are discourteous and distracting. Please do not plan to eat breakfast or lunch during class. Cellphones also prove a distraction in class. Please turn your phone off when you enter the classroom. Laptops may not be used.

**Attendance:**

I expect you to attend class. In fact, you cannot be successful if you do not attend class. You will be allowed three absences without any effect on your final grade. Your participation grade will be lowered ten points for each class absence beyond three.

Students with conditions or situations potentially affecting their class work or attendance (such as extended illness, pregnancy, family emergencies, military deployment, etc.) should discuss them with me as soon as the situation arises.

**Class Withdrawal:**

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

**Academic Dishonesty:**

*Western Carolina University, a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity.*

Academic dishonesty in any form will not be tolerated.

Academic dishonesty includes the following:

- Cheating, defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
Fabrication, defined as the intentional falsification or invention of information or citation in an academic exercise.

Plagiarism, defined as intentionally or knowingly representing the words of ideas of someone else as one’s own in an academic exercise.

Facilitation of Academic Dishonest, defined as intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

For specific information on procedures for cases involving allegations of academic dishonesty, see relevant sections in the Student Handbook.

**Accommodations for Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-3886 or lalexis@wcu.edu. You may also visit the office's website: disability.wcu.edu.

**The Writing and Learning Commons (WaLC):**

The Writing and Learning Commons (WaLC) seeks to enhance the academic environment and raise the level of academic discourse at WCU by providing tutoring, academic skills consultations, workshops, online learning resources, and faculty consultations. Writing Assistants collaborate with students from all classes and majors at every stage of the writing process, from brainstorming and prewriting to drafting and revising. Course tutors facilitate collaborative group sessions and offer strategies for effective study and efficient time management. Call 227-7197 for writing appointments and 227-2274 for course tutoring. Visit the website, http://walc.wcu.edu, for additional learning and writing resources, hours of operation, and appointment information. All consultations and tutoring sessions take place in 30 Hunter Library.

**Schedule of Classes and Readings:**

Please consider this a plan and not a contract.

I reserve the right to adjust the schedule as we proceed through the semester.

**Tuesday, August 23**
Course Introduction

**Thursday, August 25**
Tough Questions

**Tuesday, August 30**
American Exceptionalism?

**Thursday, September 1**
Euro-Indian Encounters
Be prepared to discuss: James P. Ronda, “We Are Well As We Are”: An Indian Critique of Seventeenth-Century Christian Missions,” The William and Mary Quarterly 34 (January 1977), available on JSTOR.

**Tuesday, September 6**
Euro-Indian Encounters
Thursday, September 8
Religion in Europe
Puritans to America

Tuesday, September 13
“A City Upon a Hill”

Thursday, September 15
Religious Conflict in the New World

Tuesday, September 20
Religious Conflict in the New World
Book Review due – *Escaping Salem*

Thursday, September 22
The Great Awakening

Tuesday, September 27
Religion and Revolution
Religion and the Founding Fathers
Research Paper Prospectus due

Thursday, September 29
Second Great Awakening

Tuesday, October 4
Book Review due – *A Shopkeeper’s Millennium*

Thursday, October 6
Religion and Reform
Bibliography for Research Paper due

Tuesday, October 11
New Religions Emerge
Be prepared to discuss: *Radical Spirits*

Thursday, October 13 – Fall Break – no class
Tuesday, October 18 – Fall Break – no class

Thursday, October 20
Midterm Exam

Tuesday, October 25
Religion in the Antebellum South
Be prepared to discuss:
Michael A. Gomez, “Muslims in Early America,” *The Journal of Southern History* 60 (November 1994), available on JSTOR.

Thursday, October 27
Religion in the Postwar Age
Darwin and Higher Criticism

Tuesday, November 1
Social Gospel and Fundamentalism
Thursday, November 3
War & Religion in the 20th Century

Tuesday, November 8
War & Religion in the 20th Century
**Book Review due – G. I. Jews**

Thursday, November 10
Religion and the Civil Rights Movement

Tuesday, November 15
Religious Counterculture

Thursday, November 17
Religious Counterculture
**Be prepared to discuss: Salvation on Sand Mountain**

Tuesday, November 22
Be prepared to discuss:
R. Laurence Moore, “Insiders and Outsiders in American Historical Narrative and American History,” The American Historical Review 87 (April 1982), available on JSTOR.

Thursday, November 24 – holiday – no class

Tuesday, November 29
**Research paper due**

Thursday, December 1
Issues of Church and State

Tuesday, December 6
Issues of Church and State

Thursday, December 8
Last day of class

**Final Exam is scheduled for Tuesday, December 13 at 12:00**
What is this class about? This class looks at the wars in Vietnam from the 1940s through the mid-1970s, emphasizing the period of the American War—whose dates are debatable. We will examine these wars from multiple points of view: American and Vietnamese policymakers, soldiers, and civilians. We will also try to understand the impact of these wars on local, national, and global histories.

How will I learn all this stuff? We have three assigned books. The Vietnam War, by Mitchell Hall, is a historical monograph. It is a history of the war from a single point of view. We will need to interpret it to figure out the author’s argument[s] about the war. The second book, The American War: A History in Documents, edited by Marilyn Young et al, is a history of the wars threaded together with primary documents—things people wrote, photographed, or drew during the wars. It too has a point of view, or argument, which we will examine. The final book is a book of short stories by Tim O’Brien, The Things They Carried. Read together, these stories also make an argument about the war.

What’s my role? Your job is to learn the basic narrative of the war (what happened, roughly when did it happen, what were the outcomes?) while putting together your own interpretation (why did it happen this way? were other developments and outcomes possible? what lessons might we as a nation draw from this history?). You will have assigned readings to do at home, and then in class we will work with these readings, as well as other documents and images, to make sense of them. While I am always willing to explain things that are unclear in the readings, most lectures will draw in material not covered in the readings. The bulk of the class will be discussion-based. Please bring your assigned reading with you every day.

Besides reading the assignments, what do I need to do? I recommend taking notes on the two history books, since I will permit you to use notes on all class quizzes. Beyond that, come to class and participate in small group or class discussions. More than three absences may hurt your grade, especially since quizzes cannot be made up. In addition to the readings, there will be three papers, three hour-exams, and a final exam.

How will I be graded? Each hour exam and each paper is worth 10% of your grade, the final is worth 20%, and quizzes, in-class writing, and participation will be worth 20%. 90% constitutes an A, 80% a B, and so on. I only use half grades (+ or -) in the case of students who are mathematically close to the next grade AND whose quizzes and participation merit the ‘bump.’ In other words, if two students end up with 77% of the possible points and student A has missed 7 classes and done only average work on quizzes while student B missed 2 classes and did well on quizzes, student A will earn a C, while student B will earn a C+ or B-.
How can I be sure of doing well in this class? The class is designed to reward consistent work over the course of the semester—the tortoise rather than the hare. If you do the readings, take the notes, come to class, prepare for exams, turn in papers on time, there is no reason to do poorly. If your writing skills need work, I encourage you to seek help at the Writing Center. I will bribe students to study together for exams, and there are tutors available outside of class. I keep office hours and invite all of you to come by for a chat—about the class, about your grade, about life.

What if my life tanks during this semester? One of the most important things to learn in college is how to manage crises, large and small. I appreciate early notification and efforts on your part to either maintain your standing in the class or to withdraw from it.

Other points of information:
--You will need to buy at least the Hall and Young books immediately. Class work begins tonight. If you are waiting for student loans to come in, please make friends with someone in class who is willing to share their book with you temporarily, but make sure you buy the books as soon as possible.
--Student athletes or students with disabilities need to take care of all paperwork relating to any special considerations you require.
--I take plagiarism and cheating very seriously and will both penalize you in class and report the matter to The Authorities.
--Please help minimize disruption in the classroom by respecting each other’s comments, refraining from cell phone use (ringing or texting), using the restroom before or after class, and not consuming food during the class period.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

Academic Honesty

Students should familiarize themselves with WCU’s academic honesty policy, found in your student handbook. Penalties for any form of academic dishonesty range from a zero on the assignment to a failing grade in the class, based on my assessment of the gravity of the infraction. All violations of the academic honesty policy will be reported to the department head, who may recommend reporting to the college dean or the student affairs office for further action. It is the student’s responsibility to understand what constitutes cheating or plagiarism and to ask questions of the instructor should there be any lack of clarity.

Schedule:
Week One
Aug. 18: Introduction (no reading)
Aug. 20: Documents: The Raw “Stuff” of History (Young, pp. 6-9; bring both the Young and Hall books to class)
Aug. 22: Vietnam: Starting Points (Young, pp. 11-18; Hall pp. 1-4)

Week Two
Aug. 25: Vietnamese Nationalism (Young, pp. 19-23; Wilson’s 14 Points, at http://wwi.lib.byu.edu/index.php/President_Wilson’s_Fourteen_Points or simply google it)
Aug. 29: First Indochinese War (Hall, pp. 4-7; Young, pp. 25-31)

Week Three
Sept. 1: LABOR DAY: NO CLASSES
Sept. 3: The Global Context, Korean War and US Response to France’s War (Young, pp. 29-36—to last sentence top of 37.)
Sept. 5: Dien Bien Phu (Young, pp. 37-39) First Paper due in class and via e-mail

Week Four
Sept. 8: Crossroads at Geneva (Young, 40-48)
Sept. 10: Diem’s South Vietnam (Hall, 7-13)
Sept. 12: First Hour Exam

Week Five
Sept. 15: The US and Diem (Young, 48-58)
Sept. 17: Diem’s Fall (Young 58-65)
Sept. 19: All the Way with LBJ (Hall, 13-17) Second Paper due in class and via email

Week Six
Sept. 22: Equal Parts Confidence and Unease (Young 66-72)
Sept. 24: The Gulf of Tonkin (Young 73-80)
Sept. 26: America at War (Hall, 13-38)

Week Seven
Sept 29: War, Weakness and Division (Hall, 38-41; Young 80-85)
Oct. 1: War and Antiwar (Hall. 42-46; Young, 88-95)
Oct. 3: The War in American (no reading) Third Paper due in class and via email

Week Eight
Oct. 6: The Soldiers’ War I (Young 96-105, stopping before “Other Voices”)  
Oct. 8: Second Hour Exam
Oct. 10: FALL BREAK

Week Nine
Oct. 13: FALL BREAK
Oct. 15: Soldiers’ War II (O’Brien, The Things They Carried, entire book)
Oct. 17: Soldiers’ War III (Young, 105-113, beginning at “Other Voices”)
Week Ten
Oct. 20: Military Under Stress (Young 113-115 and 124-127)
Oct. 22: NO CLASS
Oct. 24: Antiwar Inside the Military (no reading) **Fourth paper due in class and via email**

Week Eleven
Oct. 27: Race and the War (Young 116-124)
Oct. 29: Tet (Hall, 46-53)
Oct. 31: My Lai (Young, 131-136)

Week Twelve
Nov. 3: Johnson Bows Out (Hall, 53-56)
Nov. 5: Enter Richard Nixon (Hall, 57-61; Young 128-131)
Nov. 7: **Third Hour Exam**

Week Thirteen
Nov. 10: The War Widens (Hall, 61-66; Young 136-139)
Nov. 12: Kent State (Young, 139-141)
Nov. 14: The US Bows Out (Hall, 67-72; Young 141-145) **Fifth paper due in class and via email**

Week Fourteen
Oct. 17: War’s End? (Hall, 73-80)
Oct. 19: War’s Costs (Hall, 80-87)
Oct. 21: War’s Legacies (Young, 146-161)

Week Fifteen
Nov. 24: War’s Legacies: Vietnam, Cambodia and Laos (Hall, 83-87; documents 21-23)
Nov. 26: THANKSGIVING
Nov. 28: THANKSGIVING

Dec. 1: The war in American Culture (class hand-outs)
Dec. 3: Review (no reading; be prepared to range back over the entire semester)
Dec. 5: **Make-up Exams** (no class for other students)

**Final Exam:** Monday, December 8, 3-5:30 p.m. in the usual classroom.
Introduction to Public History
HIST 471/571

“But collective memory is not only a conquest, it is also an instrument and an objective of power.”
—Jacques Le Goff

History and Memory

Required Supplemental Texts:
- Edward T. Linenthal and Tom Engelhardt, Ed. History Wars: The Enola Gay and Other Battles for the American Past

Graduate Students Only

What is this Course About?
This course is an introduction to public history. We will define public history and consider its history and various forms in the United States. We will proceed by asking, and trying to answer the following questions:
1. What is public history?
2. How have various individuals and groups historically used public history to achieve their own political goals in the present?
3. What theoretical, political, and practical issues shape current discussions within the public history profession?

What will I learn in this course?
After completing this course, you will have an understanding of how Americans have used the past to shape the present, how and why that has changed over time, and of the major questions and problems that face public historians today. You will also create your own public history project and learn to apply your knowledge to a real-world experience.

As a Liberal Studies course our broader learning goals are to:
- Demonstrate the ability to locate, analyze, synthesize, and evaluate information;
- Demonstrate the ability to interpret and use numerical, written, oral, and visual data;
- Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
- Demonstrate the ability to critically analyze arguments;
- Demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being;
- Demonstrate an understanding of
  - Past human experiences and ability to relate them to the present;
• Different contemporary cultures and their interrelationships;
• Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity;
• Scientific concepts and methods as well as contemporary issues in science and technology;
• Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding.

Demonstrate an excitement for and love of learning.

How do I Contact You?
The best way to reach me is during my office hours or through email. I check email often and throughout the day until about 6pm M-F. Please use this address: jswigger@wcu.edu rather than the email system provided through Blackboard. If you can’t come to my office hours, just let me know and we’ll set up a time to meet that works for both of us.

What Else Will I Need?

- Paper to take notes.
- 1-6 blue books (depending on your handwriting) for the two exams.
- Bring notes you take on the readings and when needed, the texts for the class.

Course Format:
This course consists of a mix of lecture and class discussion.

Grading for Graduate Students:

Class Participation and Decorum (200 points)

- Students who come to class on time, stay in class for the duration, who treat their classmates and me with respect, and who are not only physically but mentally present [i.e. not texting] will be rewarded.
- I do not allow laptops in the classroom.
- More than 3 unexcused absences will result in 0 points for participation. Illnesses documented with a doctor’s note from the University Health Center, absences for athletic events, and other university approved events will be excused.
- If you do miss class, come see me in office hours or get the information from a classmate.
- Make-up exams: If you cannot take the first exam, you will complete it during the final exam. The time provided for the final exam is double, and none of our tests are cumulative so you’ll have time to complete two exams.
- Late Assignments: I do not accept late assignments. Assignments are due IN CLASS on the day they are due in HARD COPY form unless you have a doctor’s note or other university excused absence.

Three Critical Book Reviews (60 points)

- You will write three 4-5 page critical review for each book (20 points each). Identify and evaluate the text’s thesis, and supporting evidence. (Grading Rubric at the end of syllabus).

Direct Class Based on Reading of The Lowell Experiment (40 points)

- You will lead the class as a group this day. (Grading Rubric will be handed out second week of class).

1 Exhibit Review (100 points)

- Review a local or online exhibit. (Grading Rubric at the end of syllabus)

Two Exams: (100 points each: 200 points)

- You will write an essay based on the readings and lectures. You may use one page of notes.

Research Proposal for Local Journey Stories exhibit. (400 points)

- We will discuss this in the second week of class.
Grading for Undergraduate Students

Class Participation and Decorum (200 points)

- Students who come to class on time, stay in class for the duration, who treat their classmates and me with respect, and who are not only physically but mentally present [i.e. not texting] will be rewarded.

- I do not allow laptops in the classroom.

- More than 3 unexcused absences will result in 0 points for participation. Illnesses documented with a doctor’s note from the University Health Center, absences for athletic events, and other university approved events will be excused.

- If you do miss class, come see me in office hours or get the information from a classmate.

- Make-up exams: If you cannot take the first exam, you will complete it during the final exam. The time provided for the final exam is double, and none of our tests are cumulative so you’ll have time to complete two exams.

- Late Assignments: **I do not accept late assignments. Assignments are due IN CLASS on the day they are due in HARD COPY form** unless you have a doctor’s note or other university excused absence.

Two Critical Book Reviews (50 points each: 100 points)

- You will complete 2 critical book reviews during the semester, one on David Blight’s book and the other on Linenthal’s *History Wars* (Grading Rubric at the end of the syllabus).

1 Exhibit Review (100 points)

- Review a local or online exhibit. (Grading Rubric at the end of syllabus)

Two Exams: (150 points each: 300 points)

- You will write an essay based on the readings and lectures. You may use one page of notes.

Research Proposal for Local *Journey Stories* exhibit. (400 points)

- We will discuss this in the second week of class.

<table>
<thead>
<tr>
<th>Graded Assignments for Graduate Students</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>A = 900-1000</td>
</tr>
<tr>
<td>Exam One</td>
<td>B = 800-899</td>
</tr>
<tr>
<td>Exam Two</td>
<td>C = 700-799</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>D = 600-699</td>
</tr>
<tr>
<td>Critical Book Review</td>
<td>F = Below 600</td>
</tr>
<tr>
<td>Critical Book Review 2</td>
<td></td>
</tr>
<tr>
<td>Critical Book Review 3</td>
<td></td>
</tr>
<tr>
<td>Lead Class Based on Stanton</td>
<td></td>
</tr>
<tr>
<td>Exhibit Review</td>
<td></td>
</tr>
</tbody>
</table>
Letter grades will be assigned according to the following:

**Grading and Quality Point System**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points per Semester Hour</th>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
<td>A-</td>
<td>Incomplete</td>
<td>--</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
<td>B+</td>
<td>Satisfactory</td>
<td>--</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.33</td>
<td>B</td>
<td>Unsatisfactory</td>
<td>--</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.0</td>
<td>B-</td>
<td>Withdrawal</td>
<td>--</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.33</td>
<td>C</td>
<td>Audit</td>
<td>--</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.0</td>
<td>C-</td>
<td>No Credit</td>
<td>--</td>
</tr>
<tr>
<td>D+</td>
<td>Poor</td>
<td>1.67</td>
<td>D</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>D-</td>
<td></td>
<td>1.33</td>
<td>F</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* See Graduate Catalog for the graduate level grading system.

The grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F indicate gradations in quality from Excellent to Failure. Please note that a C- grade is less than satisfactory and may not meet particular program and/or course requirements.

Composition-Condition Marks. A student whose written work in any course fails to meet acceptable standards will be assigned a composition-condition (CC) mark by the instructor on the final grade report. All undergraduates who receive two CC grades prior to the semester in which they complete 110 hours at Western Carolina University are so notified by the registrar and are required to pass English 300 or English 401 before they will be eligible for graduation. This course must be taken within two semesters of receiving the second CC and must be passed with a grade of C (2.0) or better.

Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.

**Accommodations for students with disabilities:**

If you have a disability, you must inform me in writing with appropriate written documentation.

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or lalexis@wcu.edu. You may also visit the office’s website: disability.wcu.edu
Statement on Academic Integrity (including plagiarism):
Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. **Cheating**—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. **Fabrication**—Intentional falsification of information or citation in an academic exercise.

c. **Plagiarism**—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.

d. **Facilitation of Academic Dishonesty**—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head, and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction.

**My policy:**
First case of plagiarism: 0 for the assignment
Second case: F in the course

For more information on the University’s Academic Honesty Policy Please see the student handbook.

**Where to Get Help:**
If you have questions or concerns, PLEASE come to my office hours or schedule an appointment. I’m here to help you!! You can also go to the Catamount Academic Tutoring Center; you can make an appointment online. The Writing Center is also an excellent resource. They are located in Hunter 161, or you can call to make an appointment at 227-7197.
COURSE SCHEDULE
**This schedule is subject to change based on student's needs and the availability of guest speakers**

UNIT ONE: Battlefields

WEEK ONE
Monday, Aug. 22
- Introduction to the Course
- Assignment
- Read Kammen Introduction

Wednesday, Aug. 24
- Lexington and Concord
- Assignment
- Kammen Part One
- Review MOMS Website: http://www.nchumanities.org/content/journey-stories

WEEK TWO
Monday, Aug. 29
- Gettysburg
  - Journey Stories Research Proposal Project Overview
  - Assignment
  - Read Blight Ch. 1-2

Wednesday, Aug. 31
- The Alamo
- Assignment
- Read Blight Ch. 3-5

WEEK THREE
Monday, Sept. 5
- Labor Day Holiday [No Class]
- Assignment
- Read Blight Ch. 6-7

Wednesday, Sept. 7
- The Little Bighorn
- Assignment
- Read Blight 8-10

UNIT TWO: Historic Preservation

WEEK FOUR
Monday, Sept. 12
- Guest Speakers: Dr. Tyler Blethen, Dr. Curtis Wood, Dr. Newton Smith
- Meet at Mountain Heritage Center
- Assignment
- Read Blight Epilogue and Wallace “Preserving the Past”

Wednesday, Sept. 14
- Guest Speaker: George Frizell, Special Collections Librarian at Hunter Library
Assignment
Kammen 9-Part Three Prolegomenon

WEEK FIVE
Monday, Sept. 19
Monticello
Critical Book Review on Blight Due (Grads and Undergrads)
Assignment
Wallace “Visiting the Past: History Museums and the United States”

Wednesday, Sept. 21
Outdoor History Museums
Dr. Richard Starnes
Assignment
Kammen 11

WEEK SIX
Monday, Sept. 26
The National Parks Service and Historic Preservation
Assignment
Kammen 14

Wednesday, Sept. 28
The National Trust for Historic Preservation
Assignment
Kammen 15 and “Preservation Revisited”

WEEK SEVEN
Monday, Oct. 3
National Main Street Project
Assignment
Study

Wednesday, Oct. 5
EXAM ONE
Assignment
Linenthal 1

UNIT THREE: History Museums
WEEK EIGHT
Monday, Oct. 10
From Peale to the Smithsonian
Assignment
Linenthal 2

Wednesday, Oct. 12
The Tough Stuff: The American Holocaust Memorial and Museum
Assignment
Linenthal 3–4
WEEK NINE
Monday, Oct. 17 [Fall Break; No Class]

Wednesday, Oct. 19
The Tough Stuff: Depicting Slavery at Museums
Assignment
Linenthal 5-6

WEEK TEN
Monday, Oct. 24
The Tough Stuff: Women’s History and Museums
Assignment
Linenthal 7

Wednesday, Oct. 26
The Tough Stuff: Depicting Class Struggle at Museums
Graduate Students Direct Class based on reading of Stanton
Critical Book Review of Stanton Due
Assignment
Linenthal 8

WEEK ELEVEN
Monday, Oct. 31
Exhibit Review Due (Grads and Undergrads)
The Tough Stuff: The Enola Gay and After
Assignment
Wallace, “The Virtual Past”

Wednesday, Nov. 2
NO CLASS Advising Day

UNIT FIVE: Popular Culture and Public History
WEEK TWELVE
Monday, Nov. 7
The Civil War and the Media
Critical Book Review on Linenthal Due (Grads and Undergrads)
Assignment
Kammen, 18

Wednesday, Nov. 9
Cowboys and Indians in the Media
Assignment
Kammen, 19 and Coda, Wallace “Ronald Reagan and the Politics of History”

WEEK THIRTEEN
Monday, Nov. 14
Vietnam and the Media
Assignment
Wallace, “Mickey Mouse History”

Wednesday, Nov. 16
Disney and History
Assignment
Wallace, “Disney’s History”

WEEK FOURTEEN
Monday, Nov. 21
Dollywood and History

Wednesday, Nov. 23 [Thanksgiving Holiday; No Class]

Friday, Nov. 25 [Thanksgiving Holiday; No Class]

WEEK FIFTEEN
Monday, Nov. 28
The Future of the Past: Public History and the Internet
Assignment
Complete Research

Wednesday, Nov. 30
Presentations
Assignment
Complete Research

WEEK SIXTEEN
Monday, Dec. 5
Presentations
Assignment
Complete Research

Wednesday, Dec. 7
Presentations
FINAL RESEARCH PROJECTS DUE
Assignment
Study for Exam 2

EXAM 2: Friday, December 16, 8:30-11 AM
| **CRITICAL BOOK REVIEWS**  
<table>
<thead>
<tr>
<th><em>(20 points for Grad Students/ 50 points for Undergrads)</em></th>
</tr>
</thead>
</table>
| **Format:**  
| (2 points G/5 points U)  
| - 4-5 pages in length  
| - Double Spaced  
| - Times New Roman Font  
| - 1 inch margins |
| **Organization and Clarity:** (3 points G/10 points U)  
| - Correct spelling and grammar usage  
| - Paper should have an overall organization that includes an introduction, a conclusion, and clear transitions between each paragraph |
| **Thesis Statement:** (5 points G/10 points U)  
| - Early in your paper write one or two sentences identifying the author’s argument and your evaluation of that argument. |
| **Analysis:** (8 points G/20 points U)  
| - Discuss the text’s organization, examples, and use of sources. Analyze each. |
| **Correct Chicago Manual of Style Citation:** (2 points G/5 points U)  
| - Footnotes  
| - Works Cited |
Choose an exhibit from a museum in the area or online to review.

<table>
<thead>
<tr>
<th>Format: (10 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 4-5 pages in length</td>
<td></td>
</tr>
<tr>
<td>• Double Spaced</td>
<td></td>
</tr>
<tr>
<td>• Times New Roman Font</td>
<td></td>
</tr>
<tr>
<td>• 1 inch margins</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization and Clarity: (15 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Correct spelling and grammar usage</td>
<td></td>
</tr>
<tr>
<td>• Paper should have an overall organization that includes an introduction, a conclusion, and clear transitions between each paragraph</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thesis Statement: (10 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Early in your paper you write one or two sentences identifying whether the exhibit reviewed effectively achieves its intended goals.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussion of Exhibit: (20 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Brief discussion of site’s location, history (who opened it, when, and how it’s funded), mission of museum where it is housed, and intended audience</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussion of Exhibit: (35 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Description of Exhibit</td>
<td></td>
</tr>
<tr>
<td>• Does the exhibit achieve its goals?</td>
<td></td>
</tr>
<tr>
<td>Consider whether it effectively addresses the intended topic and audience. Use concrete and specific details to support your assertions.</td>
<td></td>
</tr>
<tr>
<td>• Did you learn something? How do you know?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correct Chicago Manual of Style Citation: (10 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Footnotes</td>
<td></td>
</tr>
<tr>
<td>• Works Cited</td>
<td></td>
</tr>
</tbody>
</table>
Welcome to History 472/572, Local History!! This class will give you insight and experience in researching and interpreting a local history topic.

**Course Objectives:** At the end of the course, you will:

- a. Understand the uses and problems of local history.
- b. Become familiar with local history theory and be able to apply those theories.
- c. Understand how local history relates to other types of research techniques and broader themes in historiography.
- d. Be able to develop and complete a local history research project.
- e. Understand and be able to apply local history as a pedagogical technique.
- f. Gain real experience as a working historian researching and interpreting local history.

**Expectations:** What can you expect of me? I'm here to help you learn. If you need help, let me know, and I'll do my best to make sure you understand course material and do well in our class. I'll come to class prepared, grade you as fairly as I can (but remember, I am not infallible), and I'll try to make our class stimulating, fun, and create an environment in which all can learn. From you, I expect you to take responsibility for learning and working independently. That means come to class prepared and dedicate time for our class assignments. If you do those things, you will be successful, and the class will be too. Let’s work together to have a good class!

**Class Presentation:** The course will consist of lectures, class discussions, films, and outside readings. **But the collaborative research project is the primary focus of the course!** This means you must come to class prepared, with all assigned readings completed, and responses to discussion questions prepared.

**Textbook:**

**Books:**

Charles B. Dew, *Bond of Iron: Master and Slave at Buffalo Forge*
Alex Kershaw, *The Bedford Boys: One American Town’s Ultimate D-Day Sacrifice*
Edward Ball, *Slaves in the Family* (Graduate Students Only)

**Book Reviews:** You will read and review the Dew and Kershaw books. These reviews will be no longer than 750 words (approximately 3 pages), and must conform to generally accepted standards for professional book reviews. That means they must strike a balance between summarizing the book’s content, analyzing the author’s argument, and assessing the book’s general readability and importance. If you disagree with the author’s thesis, say so! Your challenge is to take these authors to task by giving them each a thorough critique. Attached is a sample book review from the *Journal of Southern History* to give you an example of the type of review I am looking for. **Focus your reviews on the books as examples of local history.**

**Final Exam:** The final exam will be a presentation, critique, and discussion of the collaborative research project.

**Project:** The class will be divided into teams, and each team will research a different project related to the Mountain Heritage Center’s “After the War” museum exhibit. Such research will include an annotated bibliography, identifying potential interviewees, conducting and transcribing interviews, and presenting your results. **Each student will be graded on individual work and on the work of the group as a whole.** More detailed information will follow on the project assignment sheet.

**Attendance:** I expect you to attend class. Class discussion is a fundamental aspect of this course, and you cannot be successful if you do not attend. I will deduct 50 points from your participation grade for each hour absence in excess of three.

**Academic Dishonesty:** No form of academic dishonesty (cheating, plagiarism, etc.) will be tolerated. This includes copying - or closely paraphrasing - material from a published sources (including a web site) and representing it as your own. If you did not write it, and it’s not in quotation marks and documented as to source, it’s plagiarism. The University policy, as outlined in the student handbook, will be followed if cases arise. Penalties range from a zero on the assignment to failure for the course. If you have any questions about what constitutes academic dishonesty, contact me as soon as possible. Better safe than sorry!

**Special Accommodations:** Students requiring special accommodations should contact the Student Support Services Office, and accommodations will be made.
Grading:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Reviews</td>
<td>200</td>
</tr>
<tr>
<td>Interpretative Plan</td>
<td>100</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>100</td>
</tr>
<tr>
<td>Phase II Assignment</td>
<td>200</td>
</tr>
<tr>
<td>Peer Evaluations</td>
<td>100</td>
</tr>
<tr>
<td>Final Project</td>
<td>200</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Available Points</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

Note: Graduate Students may not receive plus/minus grades or a D. Below 700 points will result in an “F” for graduate students. Graduate Students have a separate grading scale.

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 January</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td>14 January</td>
<td>Museums and Interpreting Local History</td>
<td>Kammen, Chap. 1 and 4.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Meet at the MHC</em></td>
</tr>
<tr>
<td>17 January</td>
<td>Martin Luther King, Jr. Holiday</td>
<td>Class Canceled</td>
</tr>
<tr>
<td>19 January</td>
<td>Phase I “After the War” Project Discussion/Brainstorming</td>
<td></td>
</tr>
<tr>
<td>21 January</td>
<td>Local History and Archival Sources</td>
<td><em>Meet at Special Collections, 2d Floor, Hunter Library</em></td>
</tr>
<tr>
<td>24 January</td>
<td>Introduction to Appalachian History</td>
<td>Kammen, Chapter 2.</td>
</tr>
<tr>
<td>26 January</td>
<td>Introduction to Appalachian History (Cont’d)</td>
<td></td>
</tr>
<tr>
<td>28 January</td>
<td>Guided Research</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic/Activity</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>31 January</td>
<td>Guided Research</td>
<td></td>
</tr>
<tr>
<td>2 February</td>
<td>Guided Research</td>
<td></td>
</tr>
<tr>
<td>4 February</td>
<td>Guided Research</td>
<td></td>
</tr>
</tbody>
</table>
| 7 February | Status Reports  
  Interpretative Plans Due (Bring Enough Copies For All Seminar Members)  
  Annotated Primary Source Bibliographies Due |
| 9 February | Roundtable Discussion: Our Interpretative Plan  
  Read and come prepared to discuss seminar members’ plans. |
| 11 February| Roundtable Discussion: Our Interpretative Plan  
  Read and come prepared to discuss seminar members’ plans. |
| 14 February| **Phase II**  
  Finalize Interpretative Plans  
  Draft of Phase II Assignment Due |
| 16 February| Local History Research Methods                                                  |
| 18 February| Local History Research Methods                                                  |
| 21 February| Local History and Interpreting Sources  
  Book Discussion  
  Review of Dew, Bond of Iron Due |
| 23 February| Introduction to Census Research                                                 |
| 25 February| Guided Research  
  Kammen, Chapter 2.                                                        |
| 26 February| Spring Break                                                                   |
| 7 March    | Guided Research  
  Kammen, Chapter 2.                                                        |
| 9 March    | Guided Research  
  Kammen, Chapter 2.                                                        |
| 11 March   | Guided Research  
  Kammen, Chapter 2.                                                        |
| 14 March   | Roundtable Discussion: Status Report  
  Peer Evaluations                                                             |
| 16 March   | Other Types of Local History: Documentary Editing  
  Kammen, Chapter 2  
  Handout                                                                   |
| 18 March   | Other Types of Local History: Family History and Genealogy  
  Kammen, Chapter 2  
  Handout                                                               |
| 21 March   | **Kershaw, The Bedford**  
  Book Review Due                                                               |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 March</td>
<td><strong>Boys Book Discussion</strong>&lt;br&gt;Other Types of Local History&lt;br&gt;Kammen, Chapter 2, Handout.</td>
</tr>
<tr>
<td>24-27 March</td>
<td><strong>Easter Break</strong>&lt;br&gt;Class Cancelled</td>
</tr>
<tr>
<td>28 March</td>
<td>Roundtable Discussion: Begin Phase III/Revise and Finalize Interpretative Plan</td>
</tr>
<tr>
<td></td>
<td><strong>All Phase II Research Assignments Due Peer Evaluations</strong></td>
</tr>
<tr>
<td>30 March</td>
<td><strong>Presentations to MHC Staff</strong></td>
</tr>
<tr>
<td>1 April</td>
<td>Phase III Assignments</td>
</tr>
<tr>
<td>4 April</td>
<td>Group Work</td>
</tr>
<tr>
<td>6 April</td>
<td>Group Work</td>
</tr>
<tr>
<td>8 April</td>
<td>Group Work</td>
</tr>
<tr>
<td>11 April</td>
<td><strong>Roundtable: Status Report</strong></td>
</tr>
<tr>
<td>13 April</td>
<td>Integration</td>
</tr>
<tr>
<td>15 April</td>
<td>Integration</td>
</tr>
<tr>
<td>18 April</td>
<td>Integration</td>
</tr>
<tr>
<td>20 April</td>
<td>Integration</td>
</tr>
<tr>
<td>22 April</td>
<td>Integration</td>
</tr>
<tr>
<td>25 April</td>
<td><strong>Roundtable: Final Project Status Report</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Final Peer Evaluations Due</strong></td>
</tr>
<tr>
<td>27 April</td>
<td><strong>Final Presentations</strong></td>
</tr>
<tr>
<td>29 April</td>
<td><strong>Final Presentations</strong></td>
</tr>
<tr>
<td>2 May</td>
<td><strong>Final Presentations</strong></td>
</tr>
</tbody>
</table>


Instructors: Mr. Trevor Jones and Dr. Jessie Swigger

Contact information for Mr. Jones
Email: tmjones@wcu.edu
Phone: 227-3192
Office: Mountain Heritage Center

Contact information for Dr. Swigger
Email: jswigger@email.wcu.edu
Phone: 227-2692
Office: 221A McKee

Term: Spring, 2010
Time: 5:00-7:50 PM
Location: 208 McKee, and then at the Mountain Heritage Center (1st floor, HFR Bldg)

OFFICE HOURS: Dr Swigger: T 2:10-5PM and W 1-4PM and by appointment
Mr. Jones: T, R 2:30-3:30 and by appointment

Introduction to Museums
HIST 473 and HIST 573

Required texts:
Harvey Levenstein, Paradox of Plenty: a Social History of Eating in Modern America (2003).
Beverly Serrell, Exhibit Labels: An Interpretive Approach (1996)

Additional readings as assigned (these will be available as PDFs on WebCat).

What else will I need?
- A notebook or binder with spiral paper to take notes for the class.
- Bring the assigned readings to class.

How can I contact you?
The best way to contact Dr. Swigger and Mr. Jones is during office hours or by email. Please use the email addresses above. If you cannot meet Dr. Swigger or Mr. Jones during office hours, please let them know and set up an appointment.

During this course you will need to work outside of class at the Mountain Heritage Center. Please contact Mr. Jones to set up appointments for your group to work at the Center.

What is this course about?
This course introduces students to the history of the American history museum and the practice of creating a museum exhibit.

What will I learn in this course?
This course is divided into two parts. In the first part of the course you will learn the history of museums in the United States and develop a familiarity with some of the major theoretical and practical issues that concern contemporary museum professionals. In the second part of this course, you will work in groups and as a class to develop your own museum exhibition for the Mountain Heritage Center.
As a Liberal Studies course our broader learning goals are to:

- Demonstrate the ability to locate, analyze, synthesize, and evaluate information;
- Demonstrate the ability to interpret and use numerical, written, oral, and visual data;
- Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
- Demonstrate the ability to critically analyze arguments;
- Demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being;
- Demonstrate an understanding of
  - Past human experiences and ability to relate them to the present;
  - Different contemporary cultures and their interrelationships;
  - Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity;
  - Scientific concepts and methods as well as contemporary issues in science and technology;
  - Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding.
- Demonstrate an excitement for and love of learning

**Course Format**

The course will consist of some lecture, but will be shaped primarily by your discussion of the readings and participation in development of the exhibition. Some of your assignments will be group projects and you will receive a group grade for these.

**Decorum**

- In general, treat us and your classmates with respect; we will do the same. We are very excited about this class! And it will be more fun for everyone if we are all respectful to one another. This is particularly important given the huge role that group work will play in the class. In this course you will learn about and prepare yourself to enter the public history profession, so we’ll also practice professionalism.

- According to University Policy, you may miss up to 2 class periods before your grade drops a letter. We will take daily attendance and follow University Policy on this matter. If you are a University athlete or have other excused absences contact us.

- If you do miss class, it is your responsibility to get the notes/information for that day. You have two options. Attend office hours of either instructor or get the information from a classmate.

- During class, turn off your cell phone.
• Failure to meet these requirements will affect your class participation and decorum grade.

• **Late Assignments:** Unexcused late assignments will be docked one half-letter grade per day.

**Course Evaluation Undergraduates [based on a 1000 point scale]**
- Book Review Essay (100 points): You will review *Paradox of Plenty* and apply the materials from the book to your exhibit concept.
- Exhibit Review (100 points): Grading rubric attached
- **Exhibition Development** (800 points total):
  1. Research Document (100 points) (Group)
  2. Interpretive Plan and Case/Panel Design (150 points) (Group)
  3. Primary Label (draft and final) and Object Label (draft and final) (200 points) (Group)
  4. Condition Report (50 points)
  5. Group Participation (200 points)
  6. Group Participation Evaluation (100 points) During the development of the exhibit, you will submit evaluations of your group members. It will be anonymous. We will use this information when assigning the group participation grade.

**Course Evaluation Graduate Students [based on a 1000 point scale]**
- Book Review Essay (100 points): You will review *Paradox of Plenty* and apply the materials from the book to your exhibit concept.
- Exhibit Review (100 points): Grading rubric attached
- Additional readings as noted in the syllabus, plus possible additional readings as the semester moves forward
- **Exhibition Development** (800 points total):
  1. Research Document (100 points) (Group)
  2. Interpretive Plan and Case/Panel Design (150 points) (Group)
  3. Primary Label (draft and final) and Object Label (draft and final) (100 points) (Group)
  4. Condition Report (50 points)
  5. Group Participation (200 points)
  6. Group Participation Evaluation (100 points) During the development of the exhibit, you will submit evaluations of your group members. It will be anonymous. We will use this information when assigning the group participation grade.
  7. Marketing Plan (50 points)
  8. Exhibit Evaluation Plan (50 points)

**Work Plan:**
Over the course of the semester you will research, write, design and build an exhibit on outdoor eating that will open at the Mountain Heritage Center on May 6, 2010. Work on the exhibit will be worth a total of 80% of your final grade, which will be dependent on the successful completion of the assigned tasks. This will be an exhibit open to the public. Substantial out of class work will be required to produce a public exhibition that will meet professional standards.
On 2/18 each group will submit a research document on their topic.

On 2/25 students in small teams will present their research findings to the class and summarize what they believe to be the most important aspects of their research to be included in the exhibit. They will include the objects that they plan to place in the exhibit a concept for one interactive element, and a draft design for an exhibit panel or case. A final version will be due 3/11.

Condition reports on Mountain Heritage Center artifacts chosen for the exhibit will be due on 3/25.

The first draft of your part of the exhibit text is due on 3/11. This draft will not be graded but must be submitted or the student will be given an F. On 4/8 a final version of the text will be submitted.

An evaluation plan for the exhibit will be due on 4/8 (Graduate Students only).

A marketing plan for the exhibit will be due on 4/22. (Graduate Students only).

A final evaluation of the project, and evaluation of group members will be due on 4/29.

The exhibit will open at 5:00 PM on Thursday, May 6 2010. The opening will take the place of the final exam.

The last month of classes will be devoted to mounting the exhibit. During the course of the semester, there will be opportunities in class for students to share ideas about the exhibit. Many classes during this period will be held at the Mountain Heritage Center.

Letter grades will be assigned according to the following:

Grading and Quality Point System*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points per Semester Hour</th>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
<td>I</td>
<td>Incomplete</td>
<td>--</td>
</tr>
<tr>
<td>A-</td>
<td>Good</td>
<td>3.67</td>
<td>IP</td>
<td>In Progress</td>
<td>--</td>
</tr>
<tr>
<td>B+</td>
<td>Satisfactory</td>
<td>3.33</td>
<td>S</td>
<td>Satisfactory</td>
<td>--</td>
</tr>
<tr>
<td>B</td>
<td>Poor</td>
<td>3.0</td>
<td>U</td>
<td>Unsatisfactory</td>
<td>--</td>
</tr>
<tr>
<td>B-</td>
<td>Poor</td>
<td>2.67</td>
<td>W</td>
<td>Withdrawal</td>
<td>--</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.33</td>
<td>AU</td>
<td>Audit</td>
<td>--</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.0</td>
<td>NC</td>
<td>No Credit</td>
<td>--</td>
</tr>
<tr>
<td>C-</td>
<td>Poor</td>
<td>1.67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>Poor</td>
<td>1.33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>Poor</td>
<td>.67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* See Graduate Catalog for the graduate level grading system.

The grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F indicate gradations in quality from Excellent to Failure. Please note that a C- grade is less than satisfactory and many not meet particular program and/or course requirements.

Composition-Condition Marks. A student whose written work in any course fails to meet acceptable standards will be assigned a composition-condition (CC) mark by the instructor on the final grade report. All undergraduates who receive two CC grades prior to the semester in which they complete 110 hours at Western Carolina University are so notified by the registrar and are required to pass English 300 or English 401 before they will be eligible for graduation. This course must be taken within two semesters of receiving the second CC and must be passed with a grade of C (2.0) or better.
Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.

**Statement on Accommodations for students with disabilities:**
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

**Statement on Academic Integrity (including plagiarism):**
Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. **Cheating**—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. **Fabrication**—Intentional falsification of information or citation in an academic exercise.

c. **Plagiarism**—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.

d. **Facilitation of Academic Dishonesty**—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head, and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction.

**Course Policy:**
First case of plagiarism: 0 for the assignment  
Second case: F in the course

For more information on the University’s Academic Honesty Policy Please see the student handbook.

**Where to Get Help:**
If you have questions or concerns, PLEASE come to office hours.

You can also go to the Catamount Academic Tutoring Center; you can make an appointment online.

The Writing Center is also an excellent resource. They are located in Hunter 161, or you can call to make an appointment at 227-7197.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>PART I:</th>
<th>MEETS IN McKEE 208</th>
<th>Assignments (to be completed by class time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Class</td>
<td></td>
</tr>
<tr>
<td><strong>WEEK ONE</strong></td>
<td><strong>MEETS IN MCKEE 208</strong></td>
<td>Assignments (to be completed by class time)</td>
</tr>
<tr>
<td>Jan. 14</td>
<td>Review of Syllabus and Introduction to the Course</td>
<td>Harvey Levenstein, <em>Paradox of Plenty</em></td>
</tr>
<tr>
<td></td>
<td>Introduction to Unit One: The History of the History Museum</td>
<td></td>
</tr>
<tr>
<td><strong>WEEK TWO</strong></td>
<td><strong>MEETS IN MCKEE 208</strong></td>
<td>Assignments (to be completed by class time)</td>
</tr>
<tr>
<td>Jan. 21</td>
<td>The Social History of Eating in America and introduction to exhibit reviews</td>
<td>Harvey Levenstein, <em>Paradox of Plenty</em></td>
</tr>
<tr>
<td></td>
<td><em>Book Review Due</em></td>
<td></td>
</tr>
<tr>
<td><strong>WEEK THREE</strong></td>
<td><strong>MEETS IN MCKEE 208</strong></td>
<td>Assignments (to be completed by class time)</td>
</tr>
<tr>
<td>Jan. 28</td>
<td>Regional Eating <em>Exhibit Review Due</em></td>
<td>Harvey Levenstein, <em>Paradox of Plenty</em></td>
</tr>
<tr>
<td></td>
<td>Selections from <em>Cornbread Nation 3: Foods of the Mountain South</em>, Ronni Lundy Ed. (PDF)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Food, Drink and Medicine” from <em>Great Smoky Mountains Folklife</em> (PDF)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Picnicking in the Northeastern United States, 1840-1900” (Graduate Students Only)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PART II:</th>
<th>MEETS AT THE MOUNTAIN HERITAGE CENTER</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WEEK FOUR</strong></td>
<td><strong>MEETS AT THE MOUNTAIN HERITAGE CENTER</strong></td>
<td>Assignments (to be completed by class time)</td>
</tr>
<tr>
<td><strong>WEEK FIVE</strong></td>
<td><strong>MEETS AT THE MOUNTAIN HERITAGE CENTER</strong></td>
<td>Assignments (to be completed by class time)</td>
</tr>
<tr>
<td>Feb. 11</td>
<td>Planning, Discussion, Outlines, Budget</td>
<td>Serrell, chapters 5,6, Lord &amp; Lord, Chapters 8-10. Falk &amp; Dierking 55-93 from <em>The Museum Experience</em> (PDF) Exhibit Evaluation Guide (PDF)</td>
</tr>
<tr>
<td><strong>WEEK SIX</strong></td>
<td><strong>MEETS AT THE MOUNTAIN HERITAGE CENTER</strong></td>
<td>Assignments (to be completed by class time)</td>
</tr>
<tr>
<td><strong>WEEK SEVEN</strong></td>
<td><strong>MEETS AT THE MOUNTAIN HERITAGE CENTER</strong></td>
<td>Assignments (to be completed by class time)</td>
</tr>
<tr>
<td>Feb. 25</td>
<td>Mountain Heritage Center, Selecting Artifacts for themes <em>Exhibit Planning Presentations Due: Interpretative Plan and Case/Panel Design Draft (Group)</em></td>
<td>Serrell, Chapters 5-9</td>
</tr>
</tbody>
</table>

---
| WEEK EIGHT  
March 4  
(Mid-Term break) | BREAK |  |
|---|---|---|
| WEEK NINE  
March 11 | Label Writing Workshop  
Condition Reporting, cleaning and planning.  
**Due:**  
Draft Main Label and artifact label (Group)  
Final Case/Panel Design (Group) | Serrell, 10-15  
Lord And Lord Chapter 12 |
| WEEK TEN  
March 18 | Artifact Selection, cleaning, description  
Ethics, issues, revisions | “A Code of Ethics for Curators” (PDF)  
“The Museum, a Temple of a Forum?” (PDF) |
| WEEK ELEVEN  
March 25 | Evaluating Exhibitions, marketing plans, supply list  
Layout panels  
**Due:**  
Condition Report(s) | Lord & Lord Chapters 4, 18.  
Serrell 13  
Graduate Students Only:  
“Professional Standards for the Practice of Audience Research and Evaluation in Museums” (PDF)  
“Measure for Measure: Purpose and Problems in Evaluating Exhibitions”  
By Jay Rounds (PDF)  
Exhibitions in Museums 197-209 (PDF)  
“The Experience Economy” (PDF) |
| WEEK TWELVE  
Spring Break | BREAK |  |
| WEEK THIRTEEN  
April 8 | Final Panel Layout – print and mount small labels, send panels to Printing, work on mounts.  
**Due:**  
Final Main and Artifact Label (Group)  
Evaluation Plan (Graduate Students Only) (Group) | Graduate Students Only:  
“The Vanishing Mass Market” (PDF)  
Marketing basics for historic sites.  
State of Texas Marketing Toolkit  
[http://www.arts.state.tx.us/toolkit/marketing/](http://www.arts.state.tx.us/toolkit/marketing/)  
“A Golden Age for Historic Properties” – John Durel (PDF)  
“Five Steps to a Marketing Plan” (PDF) |
<table>
<thead>
<tr>
<th>WEEK</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FOURTEEN</td>
<td>Exhibit Fabrication (Mountain Heritage Center)</td>
<td></td>
</tr>
<tr>
<td>April 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIFTEEN</td>
<td>Exhibit Fabrication (Mountain Heritage Center)</td>
<td>Due: Marketing Plan (Graduate Students Only) (Group)</td>
</tr>
<tr>
<td>April 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIXTEEN</td>
<td>Exhibit Construction and Installation</td>
<td>Due: Final Evaluation</td>
</tr>
<tr>
<td>April 29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINALS</td>
<td>EXHIBIT OPENING</td>
<td></td>
</tr>
<tr>
<td>WEEK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 6, 2009</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## BOOK REVIEW: *PARADOX OF PLENTY*
### 100 POINTS

<table>
<thead>
<tr>
<th>Format: (10 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 4-5 pages in length</td>
<td></td>
</tr>
<tr>
<td>• Double Spaced</td>
<td></td>
</tr>
<tr>
<td>• Times New Roman Font</td>
<td></td>
</tr>
<tr>
<td>• 1 inch margins</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization and Clarity: (10 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Correct spelling and grammar usage</td>
<td></td>
</tr>
<tr>
<td>• Paper should have an overall organization that includes an introduction, a conclusion, and clear transitions between each paragraph</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thesis Statement: (10 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Early in your paper write one or two sentences identifying the book’s overall strength or weakness and how you might use it to develop an exhibit on outdoor eating</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussion of book: (30 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify the author’s argument</td>
<td></td>
</tr>
<tr>
<td>• Do you agree?</td>
<td></td>
</tr>
<tr>
<td>• Why or why not?</td>
<td></td>
</tr>
<tr>
<td>• What are his best examples and why?</td>
<td></td>
</tr>
<tr>
<td>• What are his weakest examples and why?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Application: (30 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• How might you use this book in the development of your exhibit? What examples or information is most salient and why?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correct Chicago Manual of Style Citation: (10 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Footnotes</td>
<td></td>
</tr>
<tr>
<td>• Works Cited</td>
<td></td>
</tr>
</tbody>
</table>

For CMS style see: [http://www.dianahacker.com/resdoc/p04_c10_s1.html](http://www.dianahacker.com/resdoc/p04_c10_s1.html)

Also see WebLinks on WebCAT
Visit the Mountain Heritage Center. Choose one exhibit to review.

<table>
<thead>
<tr>
<th>Format: (10 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 4-5 pages in length</td>
<td></td>
</tr>
<tr>
<td>• Double Spaced</td>
<td></td>
</tr>
<tr>
<td>• Times New Roman Font</td>
<td></td>
</tr>
<tr>
<td>• 1 inch margins</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization and Clarity: (15 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Correct spelling and grammar usage</td>
<td></td>
</tr>
<tr>
<td>• Paper should have an overall organization that includes an introduction, a conclusion, and clear transitions between each paragraph</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thesis Statement: (10 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Early in your paper write one or two sentences identifying whether you think the exhibit effectively achieves its intended goals.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussion of Mountain Heritage Center: (20 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Brief discussion of site’s location, history (who opened it, when, and how it’s funded), mission, and intended audience</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussion of Exhibit: (35 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Description of Exhibit</td>
<td></td>
</tr>
<tr>
<td>• Does the exhibit effectively communicate the topic? Does it address the intended audience? What are its strengths and weaknesses? Use concrete and specific details to support your assertions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correct Chicago Manual of Style Citation: (10 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Footnotes</td>
<td></td>
</tr>
<tr>
<td>• Works Cited</td>
<td></td>
</tr>
</tbody>
</table>
HIST 474
Introduction to Oral History

Instructor: Alex Macaulay email: macaulay@wcu.edu
Office: 204A McKee Phone Number: 227-3497
Office Hours: MF 9:30-11:00 AM,
W 2:30-4:00 PM,
and by appointment

Required Texts:
Valerie Raleigh Yow, Recording Oral History
Theodore Rosengarten, All God’s Dangers
Studs Terkel, Hard Times
LuAnn Jones, Mama Learned Us to Work

Course Description: This course will provide students with a theoretical and practical foundation in conducting and evaluating oral history. On the theoretical side, we will debate oral history’s merits as a form of historical evidence, examine the way scholars have put oral testimonies to use, and discuss oral history’s contribution to how we learn and teach about the past. On the practical side, this class will prepare you to go out and organize, conduct, and evaluate your own interviews. Your final assignment will be a 12-15 page research paper derived from the oral histories you’ve conducted.

The semester will be divided up into three sections. The first section will focus on the theoretical aspects of oral history. The second section will begin to prepare you for conducting your own oral interviews. The third section will consist of you going out and interviewing your subjects, transcribing these interviews and writing your research paper. The first two sections will be fairly reading and writing intensive, but in the last section we will meet every other class so that each individual and group can present regular progress reports and share their stories and experiences with the rest of us. This does not mean that you will be doing no work on your final project during the first two-thirds of the semester. On the contrary, you will start early in framing and compiling background information for your final research paper. I will do my best to remind you of due dates, but you are ultimately responsible for turning in each assignment on time.

Course Requirements and Expectations:

ATTENDANCE: You are required to attend class and this will factor into your overall participation grade. You can miss four (4) classes without a penalty. With the exception of emergencies and university-related functions (sports, choir, etc), I make no distinction between “excused” and “unexcused” absences. Among other things, this means that I don’t need or want to see doctor’s notes, parent’s notes, arrest warrants, or other judicial/legal ephemera. Every absence after five will result in 10%
of your semester grade being deducted per missed class. If you accumulate nine (9) absences, I will assume that I have been successful in my efforts to run you off, and unless you drop the class, you will receive a failing grade.

CLASS PARTICIPATION: Your active participation in class will be crucial to determining how well and (just as importantly) how quickly this semester goes. Keep up with the daily readings and come to class prepared to discuss the assigned material. I will do my best to spark your interest, but you will need to do your part as well by speaking up and paying attention. Remember, your participation grade depends upon the quality, not just the quantity of your contributions to the class. Although I have my doubts, as of right now, I still hold to the belief that there is no such thing as a bad question.

In addition, each member of your group will rate your performance three times throughout the semester and this will factor into your overall participation grade as well as your final research paper grade.

Course Assignments and Grades:

BOOK REVIEWS: You will review the Rosengarten, Terkel, and Jones books for both content and as examples of oral history based research. Your reviews must be 3 to 5 pages in length.

ORAL HISTORY PROJECT: The bulk of your grade will come from the semester long research project. They are multiple components to this project that you will hand in throughout the semester, so again check your syllabus regularly for due dates. As far as the project itself goes, I will divide the class into groups, and each group will research a different subject. This research will include an annotated bibliography, a list of potential interviewees, taped oral interviews, typed transcripts of these interviews, and the aforementioned final paper.

GRADE BREAKDOWN:

- Book Reviews: 36% (12% apiece)
- Annotated Bibliography: 10%
- Question List: 7%
- Transcription: 7%
- Research Paper: 30%
- Participation: 10%

Accommodations for Students with Disabilities:

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All
information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

**Course Schedule:** You are expected to have COMPLETED the readings by the day they are listed on the syllabus. Unless I tell you otherwise, all the articles from the *Journal of American History* are available through JSTOR which can be accessed through the WCU library.

August 25 – Introduction

August 27 – History and Memory


September 1 – Evaluating Oral History

**READINGS:** Discussion of Alessandro Portelli’s “The Death of Luigi Trastulli.”

September 3 – Setting Up the Project

**READINGS:** Yow, Chapter One

September 8 – Teaching and Learning about Local People


September 10 – Teaching and Learning about Local People


September 15 – Discovering “New” Voices

**READINGS:** Paul Escott’s “The Art and Science of Reading WPA Slave Narratives” and John W. Blassingame’s “Using the Testimony of Ex-Slaves: Approaches and Problems.”

September 17 – Discussion of Rosengarten’s *All God’s Dangers*

**FIRST BOOK REVIEW DUE**
September 22 – Framing the Research Question

**READINGS:** Yow, Chapter Two.

September 24 – Remembering War


**ANNOTATED BIBLIOGRAPHY DUE**

September 29 – Framing the Scene: Question Development

**READINGS:** Yow, Chapter 3

**PRELIMINARY LIST OF INTERVIEW QUESTIONS DUE** – Turn in enough copies for the whole class

October 1 – Question Development

**INTERVIEW SCHEDULE DUE**

October 6 – Discussion of Jones’ *Mama Learned Us to Work*

**SECOND BOOK REVIEW DUE**

October 8 – NO CLASS

October 13 – NO CLASS

October 15 – View *Harvard Beats Yale 29-29*

**TURN IN FINAL LIST OF QUESTIONS**

October 20 – Discussion of *Harvard Beats Yale 29-29*


October 22 – Discussion of Terkel’s *Hard Times*

**THIRD BOOK REVIEW DUE**

October 27 – The Interview

**READINGS:** Yow, Chapter 3

October 29 – Mock Interviews
November 3 – Ethics and Other Legal Niceties.


November 5 – Individual/Group Research Day

November 10 – Progress Report

November 12 – Individual/Group Research Day

November 17 – Progress Report

November 19 – Individual/Group Research Day

November 24 – Progress Report

November 26 – NO CLASS

December 1 – Individual/Group Research Day

December 5 – Progress Report

December 8 – Individual/Group Research Day

December 10 – Final Class Meeting

*Turn in Tapes, Transcripts, and Papers*
INTRODUCTION TO HISTORIC PRESERVATION  
HIST 493

*He who controls the past controls the future.*  
*He who controls the present controls the past.*  

GEORGE ORWELL, *Nineteen Eighty-Four*

REQUIRED SUPPLEMENTAL TEXTS:  


COURSE DESCRIPTION:  
If asked you, “what is public history,” you would probably think immediately about museums and monuments. The phrase “historic preservation,” is probably less likely to spring to mind. However, historic preservation activities encompass perhaps the broadest extent of public history activities because they include historic house museums, and the private and publicly funded restoration of homes, cemeteries, battlefields, restaurants, movie theaters, and churches; the preservation movement is also associated with the founding of state, local and national parks. In fact, historic preservation is one of the oldest land-use movements in the United States. Historically, preservationists have generally argued that they seek to ensure that particular places remain unchanged so that we can experience the past the way it *really* was. Despite their intentions, however, preservationists often, and perhaps cannot help, but to paint pictures of the past that are far from complete; they cannot help but approach restoration efforts from the cultural perspective of their present. In this course we will attempt to understand how contemporary needs, values and assumptions influence how preservationists chose and choose to interpret the past. We will do so by engaging with the literature that has defined and shaped the movement. Ideally, you will leave this course with a sense of what it means to be a practitioner of the preservation profession.

COURSE AIMS AND OBJECTIVES:  
Our specific course goals are to:  

- Understand how and why the historic preservation movement has changed since its beginnings.  
- Identify how cultural beliefs about race, gender, class, and nation have shaped key debates within the preservation movement.  
- Examine contemporary preservation projects to identify the relationship between present needs and our use of the past.  
- Create and present arguments that contribute to the historic preservation field.  
- Conduct research to contribute to the public’s body of historical knowledge.
As a Liberal Studies course our learning goals are to:

- Demonstrate the ability to locate, analyze, synthesize, and evaluate information;
- Demonstrate the ability to interpret and use numerical, written, oral, and visual data;
- Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
- Demonstrate the ability to critically analyze arguments;
- Demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being;
- Demonstrate an understanding of
  - Past human experiences and ability to relate them to the present;
  - Different contemporary cultures and their interrelationships;
  - Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity;
  - Scientific concepts and methods as well as contemporary issues in science and technology;
  - Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding.
- Demonstrate an excitement for and love of learning

CLASS FORMAT:
In this class, I will do some of the talking, but you will also be asked to discuss the readings and the material presented and to engage in a variety of individual and group exercises.

COURSE REQUIREMENTS AND EVALUATION:

You will complete the following assignments:

- Midterm (15%) and Final (15%): Consisting of 5 identification questions and one essay. The questions will be based on the readings.
- 1 exhibit review (10%): We will visit the Mountain Heritage Center and you will write a review of one of the exhibits (4-5 pages). I will provide you with a grading rubric.
- Answers to Discussion Questions (40%): Based on the readings, you will write answers to two discussion questions for each class. These should be typed, 1-2 pages in length, single spaced, and in 12 pt. Times New Roman font.
- Original research paper (20%): You will write an original research paper 8-10 pages. You will examine the Mountain Heritage Center’s Digital Heritage Project and pick a building or national park listed in the “Heritage Moments” section to research. You will consult with me and we will design a list of primary and secondary sources for you to consult. You will research the history of the site and explain why it has been identified as culturally significant. You will turn in a topic proposal for your paper (5%) and a rough draft of your paper (5% of total grade). I will provide you with grading rubrics for each component of your paper.
Letter grades will be assigned according to the following:

**Grading and Quality Point System***

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points per Semester Hour</th>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
<td>I</td>
<td>Incomplete</td>
<td>--</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
<td>IP</td>
<td>In Progress</td>
<td>--</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
<td>S</td>
<td>Satisfactory</td>
<td>--</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
<td>U</td>
<td>Unsatisfactory</td>
<td>--</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
<td>W</td>
<td>Withdrawal</td>
<td>--</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.33</td>
<td>AU</td>
<td>Audit</td>
<td>--</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.0</td>
<td>NC</td>
<td>No Credit</td>
<td>--</td>
</tr>
<tr>
<td>C-</td>
<td>Poor</td>
<td>1.67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td></td>
<td>.67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* See Graduate Catalog for the graduate level grading system.

The grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F indicate gradations in quality from Excellent to Failure. Please note that a C- grade is less than satisfactory and may not meet particular program and/or course requirements.

Composition-Condition Marks. A student whose written work in any course fails to meet acceptable standards will be assigned a composition-condition (CC) mark by the instructor on the final grade report. All undergraduates who receive two CC grades prior to the semester in which they complete 110 hours at Western Carolina University are so notified by the registrar and are required to pass English 300 or English 401 before they will be eligible for graduation. This course must be taken within two semesters of receiving the second CC and must be passed with a grade of C (2.0) or better.

Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.
**Make-up exams:** I will give a make-up exam for the midterm Tuesday, September 30th at 7:30 AM. The questions will be both different and more difficult.

**Late Assignments:** Assignments are due on the date listed on this syllabus. Late assignments will be penalized 10 points per day late. This includes non-class days.

**Class Decorum:** You are expected to arrive in class on time and to be prepared to discuss the readings and course material. **Turn off all cell-phones.** If your phone rings or I find that you are texting, I will deduct points from your participation grade. During class discussions, I expect you to treat one another with respect. Critical and thoughtful discussion is of course encouraged, but please be respectful when disagreeing with your classmates.

**Statement on Accommodations for students with disabilities:**
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

**Statement on Academic Integrity (including plagiarism):**
Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. **Cheating**—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. **Fabrication**—Intentional falsification of information or citation in an academic exercise.

c. **Plagiarism**—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.

d. **Facilitation of Academic Dishonesty**—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head, and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction.

For more information on the University’s Academic Honesty Policy Please see the student handbook.

**Where to Get Help:**
If you have questions or concerns, please come to my office hours or schedule an appointment. I’m here to help you.

You can also go to the Catamount Academic Tutoring Center; you can make an appointment online.
The Writing Center is also an excellent resource. They are located in Hunter 161, or you can call to make an appointment at 227-7197.
## COURSE SCHEDULE

This schedule may change to accommodate student needs and allow for presenters.

### UNIT ONE:
**Learning Objective:** To define historic preservation and to understand the relationship between cultural beliefs about gender roles and preservation initiatives.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuesday, August 19</strong></td>
<td>Introduction to the Course: What is Historic Preservation?</td>
<td>Overview of Syllabus, Complete Information Card, Discussion Questions for Dubrow</td>
</tr>
<tr>
<td><strong>Thursday, August 21</strong></td>
<td>The Historic House Movement: Mount Vernon</td>
<td>Discussion Questions for West</td>
</tr>
<tr>
<td><strong>Reading Assignment:</strong></td>
<td>Dubrow, Chapter 2</td>
<td></td>
</tr>
<tr>
<td><strong>Tuesday, August 26</strong></td>
<td>The Historic House Movement: Mount Vernon to Orchard House</td>
<td>Discussion Questions for West and Dubrow</td>
</tr>
<tr>
<td><strong>Reading Assignment:</strong></td>
<td>Dubrow, Chapter 5</td>
<td></td>
</tr>
<tr>
<td><strong>Thursday, August 28</strong></td>
<td>The Historic House Movement: Orchard House to Monticello</td>
<td>Discussion Questions for West</td>
</tr>
<tr>
<td><strong>Reading Assignment:</strong></td>
<td>Dubrow, Chapter 19</td>
<td>From <em>Where These Memories Grow</em>, “Rich and Tender Remembering” by Stephanie Yuhl. Ereserves.</td>
</tr>
<tr>
<td><strong>Tuesday, September 2</strong></td>
<td>Women Move Out of the Preservation Movement?</td>
<td>Hand in Discussion Questions, Discussion Questions for Dubrow, Discussion of Exhibit Review Paper/ Grading Rubric (Due September 16), Discussion of Research Paper/ Grading Rubric (Topic Proposal Due September 23)</td>
</tr>
<tr>
<td><strong>Reading Assignment</strong></td>
<td>Dubrow, “Special Places Saved”</td>
<td></td>
</tr>
</tbody>
</table>
### Thursday, September 4
Tour of Mountain Heritage Center  
Discussion Questions for HABS and Wallace  

**Reading Assignment**  
Review the Historic American Buildings Survey Website  
http://memory.loc.gov/ammem/collections/habs_haer/  
From *Mickey Mouse History*  
Michael Wallace, “Preserving the Past.” Ereserve.

### Unit Two: The Government and the Movement
Learning Objective: To understand how the growth of the nation and the expansion of government changed the historic preservation movement.

### Tuesday, September 8
Discussion of Mountain Heritage Center Tour and Exhibit Reviews  
Hand in Discussion Questions  
Discussion Questions for Bodnar  

**Reading Assignment**  
Selection from John Bodnar’s *Remaking America*. Ereserve.

### Thursday, September 11
The New Deal and the Masculinization of Preservation  
Hand in Discussion Questions  

**Reading Assignment**  
NONE WORK ON EXHIBIT REVIEWS

### Tuesday, September 16
**EXHIBIT REVIEWS DUE**  
Discussion of Exhibit Reviews  
Discussion Questions for Stipe and 1966 Act  

**Reading Assignment**  
Stipe, Introduction, focusing on World War II and After  
Read the 1966 Historic Preservation Act online  
http://www.nps.gov/history/local-law/nhpa1966.htm

### Thursday, September 18
The 1966 Preservation Act and Its Consequences  
Discussion Questions for Stipe  
Hand in Discussion Questions  

**Reading Assignment**  
Stipe, Chapters 1-3

### Tuesday, September 23
**TOPIC PROPOSALS DUE**  
Discussion of Topic Proposals  
Rough Draft Grading Rubric (due October 23)  
Discussion Questions for Stipe
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, September 25</td>
<td>Reading Assignment&lt;br&gt;Stipe, Chapter 4-5&lt;br&gt;Hand in Discussion Questions&lt;br&gt;Discussion Questions for Stipe</td>
</tr>
<tr>
<td>Tuesday, September 30</td>
<td>Reading Assignment&lt;br&gt;Stipe, Chapter 6&lt;br&gt;The Government and the Landscape&lt;br&gt;Hand in Discussion Questions&lt;br&gt;Discussion of Mid-Term</td>
</tr>
<tr>
<td>Thursday, October 2</td>
<td>Reading Assignment&lt;br&gt;NONE: study for Mid-Term</td>
</tr>
<tr>
<td>Monday, October 7</td>
<td>Reading Assignment&lt;br&gt;Stipe, Chapter 9&lt;br&gt;From Giving Preservation a History, Chris Wilson, “Place Over Time.” Ereserve.</td>
</tr>
<tr>
<td>Tuesday, October 14</td>
<td>FALL BREAK</td>
</tr>
<tr>
<td>Thursday, October 16</td>
<td>Reading Assignment&lt;br&gt;Stipe, Chapter 10&lt;br&gt;Handler and Gable, A New History in an Old Museum&lt;br&gt;Norman Tyler’s Introduction to Historic Preservation Chapter 9: Downtown Revitalization. Ereserves.</td>
</tr>
<tr>
<td>Tuesday, October 21</td>
<td>Reading Assignment&lt;br&gt;Stipe, Chapter 8&lt;br&gt;Outdoor History Museums: A Mix of Public and Private&lt;br&gt;Hand in Discussion Questions</td>
</tr>
</tbody>
</table>
Reading Assignment
NONE: WORK ON ROUGH DRAFT

Thursday, October 23
ROUGH DRAFT DUE
Presenter:
Jim Aust
Fire Marshal
Director, Planning & Code Enforcement for the Town of Sylva
Final Research Paper Grading Rubric (due November 28)
Discussion Questions for Lowenthal

Reading Assignment
Selection from David Lowenthal, The Heritage Crusade and the Spoils of History. Ereserve

Tuesday, October 28
The Consequences of Selling the Past
Film Clip: Colonial House
Hand in Discussion Questions
Discussion Questions for

Reading Assignment
Selection from Hal Rothman, Devil’s Bargain. Ereserve.

Thursday, October 30
The Consequences of Selling the Past Cont.
Hand in Discussion Questions
Discussion Questions for Stipe and Handler and Gable

Reading Assignment
Stipe, Chapter 12
Handler and Gable, The New History in an Old Museum Chapter 3 “Why History Changes or Two Theories of History Making.” Ereserve.

UNIT FOUR: PRESERVING THE TRAUMATIC PAST
Learning Objective: To understand how the social movements of the 1960s, multiculturalism, and identity politics have changed historic preservation.

Tuesday, November 4
NO CLASSES

Thursday, November 6
New Social History and the Preservation Movement
Hand in Discussion Questions
Discussion Questions for Dubrow and Stipe

Reading Assignment
Dubrow, Chapter 12, 13, 15
Stipe, Chapter 12

Tuesday, November 11
Preserving Women’s History
Hand in Discussion Questions
Discussion Questions for Dubrow
<table>
<thead>
<tr>
<th>Reading Assignment</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dubrow, Chapter 11, 14, 16</td>
<td>Thursday, November 13</td>
<td>Preserving Women’s History Concluded</td>
<td>Hand in Discussion Questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion Questions for Stipe</td>
</tr>
<tr>
<td>Stipe, Chapter 13</td>
<td>Tuesday, November 18</td>
<td>Preserving the Native American Landscape and Japanese Internment</td>
<td>Hand in Discussion Questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion Questions for Stipe</td>
</tr>
<tr>
<td>Newpaper Coverage of “Slave Auction at Colonial Williamsburg”</td>
<td>Tuesday, November 25</td>
<td>Remembering Enslavement</td>
<td></td>
</tr>
<tr>
<td>Stipe, Chapter 15</td>
<td>Thursday, November 26</td>
<td>Remembering Enslavement Concluded</td>
<td></td>
</tr>
<tr>
<td>Dubrow, Chapter 20</td>
<td>Tuesday, December 2</td>
<td>The Future of Preservation: Problems and Goals</td>
<td>Hand in Discussion Questions</td>
</tr>
<tr>
<td></td>
<td>Thursday, December 4</td>
<td>RESEARCH PAPERS DUE</td>
<td>Discussion of Research Papers</td>
</tr>
</tbody>
</table>

**FINAL EXAM**
12:00-2:30, December 10
Heritage Tourism
HIST 493 and HIST 593

Required Supplemental Texts:

What is this Course About?
The National Trust defines cultural heritage tourism as “traveling to experience the places, artifacts and activities that authentically represent the stories and people of the past and present. It includes cultural, historic and natural resources.” In this course we will consider the history of heritage tourism and how it has developed in the United States. Heritage tourism has been used not only as a method for preserving landscapes and sites of historical importance, but also as a tool for promoting nationalism, boosting local economies, and selling real and imagined identities. We will ask: what are the consequences of selling the past?

What will I learn in this course?
Ideally, after completing this course you will understand the history of heritage tourism in the United States. You will also develop skills used in the historical profession. We will practice reading, interpreting, and analyzing [in writing and verbally] both primary and secondary sources and you will write a research paper.

How do I Contact You?
The best way to reach me is during my office hours or through email. I check email often and throughout the day until about 9pm M-F. Please use this address: jswigger@email.wcu.edu rather than the email system provided through WebCAT. If you can’t come to my office hours, just let me know and we’ll set up a time to meet that works for both of us.

Course Format:
This course consists of some mixture and class discussion.

Grading:
Class Participation and Decorum (200 points)
- Students who come to class on time, stay in class for the duration, who treat their classmates and me with respect, and who are not only physically but mentally present [i.e. are not texting] will be rewarded. Those who don’t will be penalized.
- I do not allow laptops in the classroom.
More than 3 unexcused absences will result in 0 points for participation. Illnesses documented with a doctor’s note from the University Health Center, absences for athletic events, and other university approved events will be excused.

If you do miss class, come see me in office hours or get the information from a classmate.

Make-up exams: If you cannot take the first exam, you will complete it during the final exam; the time provided for the final exam is double, and none of our tests are cumulative so you’ll have time to complete two exams. No make-up exam for the final.

Late Assignments: I do not accept late assignments. Assignments are due IN CLASS on the day they are due in hard copy form unless you have a doctor’s note or other university excused absence.

Course Evaluation Undergraduates [based on a 1000 point scale]

- Exam One (200) and Exam Two (200): You will write one essay. I will give you the essay question during the class period before the exam.
- Reading Summaries (100 points = 10 points each): You will complete 10 summaries I will hand your summaries back to you during the class period before the exam and you will be able to use them to study for the exam. See last page for grading rubric.
- Research Paper 12-15 pages: (300 points); Grading rubric handed out Aug. 30.
- Class Participation and Decorum (200 points): See above.

Course Evaluation Graduate Students [based on a 1000 point scale]

- Exam One (150) and Exam Two (150): You will write one essay. I will give you the essay question during the class period before the exam.
- Reading Summaries (100 points = 20 points each): You will complete 5 summaries of the readings. These should be AT LEAST one page, single spaced, 12 point Times New Roman. I will hand your summaries back to you during the class period before the exam and you will be able to use them to study for the exam.
- Book Review: (100 points): Grading rubric handed out Aug. 30; graduate students will read an extra book and write a 5-7 page review. I will provide a list of recommended books and the books. You will present your findings to the class.
- Research Paper 15-20 pages: (300 points); Grading rubric handed out Aug. 30.
- Class Participation and Decorum (200 points): See above.
Letter grades will be assigned according to the following:

**Grading and Quality Point System**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>Incomplete</td>
<td>3.0</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>Unsatisfactory</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Withdrawal</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>Audit</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>NC</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>No Credit</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>F</td>
<td>0.67</td>
</tr>
</tbody>
</table>

* See Graduate Catalog for the graduate level grading system.

The grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F indicate gradations in quality from Excellent to Failure. Please note that a C- grade is less than satisfactory and may not meet particular program and/or course requirements.

Composition-Condition Marks. A student whose written work in any course fails to meet acceptable standards will be assigned a composition-condition (CC) mark by the instructor on the final grade report. All undergraduates who receive two CC grades prior to the semester in which they complete 110 hours at Western Carolina University are so notified by the registrar and are required to pass English 300 or English 401 before they will be eligible for graduation. This course must be taken within two semesters of receiving the second CC and must be passed with a grade of C (2.0) or better.

Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.

**Accommodations for students with disabilities:**

If you have a disability, you must inform me in writing with appropriate written documentation.

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must
identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office's website: http://www.wcu.edu/12789.asp

Statement on Academic Integrity (including plagiarism):
Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. Cheating—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. Fabrication—Intentional falsification of information or citation in an academic exercise.

c. Plagiarism—Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.

d. Facilitation of Academic Dishonesty—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head, and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction.

My policy:
First case of plagiarism: 0 for the assignment
Second case: F in the course

For more information on the University’s Academic Honesty Policy Please see the student handbook.

Where to Get Help:
If you have questions or concerns, PLEASE come to my office hours or schedule an appointment. I’m here to help you!! You can also go to the Catamount Academic Tutoring Center; you can make an appointment online. The Writing Center is also an excellent resource. They are located in Hunter 161, or you can call to make an appointment at 227-7197.
**COURSE SCHEDULE**

**This schedule is subject to change based on student's needs**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment for Following Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK ONE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Aug. 23</td>
<td>Introduction to the Course</td>
<td>John Urry, “The Tourist Gaze” Available on WebCAT under Course Content</td>
</tr>
<tr>
<td>W Aug. 25</td>
<td>The Tourist’s Gaze</td>
<td>Glassberg, “Public History and Memory” Available on WebCAT under Course Content</td>
</tr>
<tr>
<td>WEEK TWO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Aug. 30</td>
<td>Heritage Tourism Beginnings</td>
<td>West, “Orchard House” Available on WebCAT under Course Content</td>
</tr>
<tr>
<td>W Sept. 1</td>
<td>Heritage Tourism Beginnings</td>
<td>Flores, “Remembering the Alamo” Available on WebCAT under Course Content</td>
</tr>
<tr>
<td>F Sept. 3</td>
<td>Heritage Tourism Beginnings</td>
<td>Shaffer, <em>See America First</em>, Intro-Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>UG/GS Reading Summary Due</td>
</tr>
<tr>
<td>WEEK THREE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Sept. 6</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>W Sept. 8</td>
<td>Heritage Tourism and Nationalism</td>
<td>Shaffer, <em>See America First</em>, Chapter 2</td>
</tr>
<tr>
<td>F Sept. 10</td>
<td>Heritage Tourism and Nationalism</td>
<td>Shaffer, <em>See America First</em>, Chapter 3–4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GS Reading Summary Due</td>
</tr>
<tr>
<td>WEEK FOUR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Sept. 13</td>
<td>Heritage Tourism and Nationalism</td>
<td>Shaffer, <em>See America First</em>, Chapter 5</td>
</tr>
<tr>
<td>W Sept. 15</td>
<td>Heritage Tourism and Nationalism</td>
<td>Shaffer, <em>See America First</em>, Chapter 6</td>
</tr>
<tr>
<td>F Sept. 17</td>
<td>Heritage Tourism and</td>
<td>Shaffer, <em>See America First</em></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>-----------</td>
<td>---------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>WEEK FIVE</td>
<td>M Sept. 20</td>
<td>Heritage Tourism and Nationalism</td>
</tr>
<tr>
<td></td>
<td>W Sept. 22</td>
<td>Heritage Tourism and Regionalism: Selling the South</td>
</tr>
<tr>
<td></td>
<td>F Sept. 24</td>
<td>Heritage Tourism and Regionalism: Selling the South</td>
</tr>
<tr>
<td>WEEK SIX</td>
<td>M Sept. 27</td>
<td>Heritage Tourism and Regionalism: Selling the South</td>
</tr>
<tr>
<td></td>
<td>W Sept. 29</td>
<td>Heritage Tourism and Regionalism: Selling the South</td>
</tr>
<tr>
<td></td>
<td>F Oct. 1</td>
<td>Heritage Tourism and Regionalism: Selling the South</td>
</tr>
<tr>
<td>WEEK SEVEN</td>
<td>M Oct. 4</td>
<td>Heritage Tourism and Regionalism: Selling the South</td>
</tr>
<tr>
<td></td>
<td>W Oct. 6</td>
<td>Heritage Tourism and Regionalism: Selling the South</td>
</tr>
<tr>
<td></td>
<td>F Oct. 8</td>
<td>Heritage Tourism and Regionalism: Selling the South</td>
</tr>
<tr>
<td>WEEK EIGHT</td>
<td>M Oct. 11</td>
<td>Heritage Tourism and Regionalism: Selling the South</td>
</tr>
<tr>
<td></td>
<td>W Oct. 13</td>
<td>EXAM ONE</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>WEEK NINE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Fall Break</td>
<td></td>
</tr>
<tr>
<td><strong>WEEK TEN</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Fall Break</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Heritage Tourism and Regionalism: Selling the Midwest</td>
<td>DeLyser, “Ramona Memories” Available on WebCAT under Course Content</td>
</tr>
<tr>
<td>F</td>
<td>Heritage Tourism and Regionalism: Selling the American West</td>
<td>Read <em>Devil’s Bargains</em> Intro-Chapter 4</td>
</tr>
<tr>
<td>W</td>
<td>Heritage Tourism and Regionalism: Selling the American West</td>
<td>Read <em>Devil’s Bargains</em> Chapter 5-6</td>
</tr>
<tr>
<td>F</td>
<td>Heritage Tourism and Regionalism: Selling the American West</td>
<td>Read <em>Devil’s Bargains</em> Chapter 7-9</td>
</tr>
<tr>
<td><strong>WEEK ELEVEN</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Heritage Tourism and Regionalism: Selling the American West</td>
<td>Read <em>Devil’s Bargains</em> Chapter 10-11</td>
</tr>
<tr>
<td>W</td>
<td>Heritage Tourism and Regionalism: Selling the American West</td>
<td>Howe, “Queer Pilgrimage” Available Online on WebCAT under Course Content</td>
</tr>
<tr>
<td>F</td>
<td>Heritage Tourism and Regionalism: Selling the American West</td>
<td>Read about the National Main Street Project <a href="http://www.preservationnation.org/main-street/">http://www.preservationnation.org/main-street/</a></td>
</tr>
<tr>
<td><strong>WEEK</strong></td>
<td>Historic Preservation and</td>
<td>Hurley, “Narrating the Waterfront”</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>TWELVE</td>
<td>M Nov. 8</td>
<td>Heritage Tourism</td>
</tr>
<tr>
<td>W</td>
<td>Nov. 10</td>
<td>Historic Preservation and Heritage Tourism</td>
</tr>
<tr>
<td>F</td>
<td>Nov. 12</td>
<td>Historic Preservation and Heritage Tourism</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Nov. 15</td>
<td>Heritage, History, and the Painful Past: Pearl Harbor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>When Heritage and History Collide: The Battle of the Enola Gay</td>
</tr>
<tr>
<td>W</td>
<td>Nov. 24</td>
<td>No Class</td>
</tr>
<tr>
<td>F</td>
<td>Nov. 26</td>
<td>No Class</td>
</tr>
<tr>
<td>WEEK</td>
<td>FIFTEEN</td>
<td>Heritage, History, and the Painful Past:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
<td>Activity</td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>M</td>
<td>Nov. 29</td>
<td>Representing Slavery at Heritage Tourism Sites</td>
</tr>
<tr>
<td>W</td>
<td>Dec. 1</td>
<td>Heritage, History, and the Painful Past: The Oklahoma City Bombing</td>
</tr>
<tr>
<td>F</td>
<td>Dec. 3</td>
<td>Heritage, History, and the Painful Past: The World Trade Center Memorial</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>WEEK SIXTEEN</strong></td>
</tr>
<tr>
<td>M</td>
<td>Dec. 6</td>
<td>Discussion of Research Papers</td>
</tr>
<tr>
<td>W</td>
<td>Dec. 8</td>
<td>Discussion of Research Papers</td>
</tr>
<tr>
<td>F</td>
<td>Dec. 10</td>
<td><strong>Research Papers Due</strong>&lt;br&gt;Discussion of Research Papers and Review</td>
</tr>
</tbody>
</table>
Grading Rubric for Reading Summary

<table>
<thead>
<tr>
<th>Undergrads 5 total at 20 points each</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 12 point Times New Roman font</td>
</tr>
<tr>
<td>- Single spaced</td>
</tr>
<tr>
<td>- Summarize the main argument(s) of the texts for the week the reading summary is assigned. Ex. Week Two discuss Lee, West, and Flores. What are your thoughts?</td>
</tr>
<tr>
<td>- Cite sources using Chicago or Turabian</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grad 10 total at 10 points each</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 12 point Times New Roman font</td>
</tr>
<tr>
<td>- Single spaced</td>
</tr>
<tr>
<td>- Summarize the main argument(s) of the texts for the week the reading summary is assigned. Ex. Week Two discuss Lee, West, and Flores. What are your thoughts?</td>
</tr>
<tr>
<td>- Cite sources using Chicago or Turabian</td>
</tr>
</tbody>
</table>
Course Description

In this course, we will investigate the cultural, intellectual, and political history of eighteenth century Europe (with occasional forays into economic and military history). During this period, Europeans developed many key ideas and institutions – ideas and institutions that are still around today, and form important landmarks on the twenty-first century’s mental map. Questions we’ll consider include: In what ways were eighteenth-century Europeans modern? In what ways were they not? How did ordinary people experience the intellectual innovations of the Enlightenment? What was the Enlightenment, anyway, and why does it matter for the twenty-first century? Did the French Revolution represent a radical break with tradition, or not? Throughout, we’ll directly tackle the words and ideas of eighteenth-century Europeans through reading and discussing original primary sources.

READINGS AND REQUIREMENTS

In addition to the readings listed in the undergraduate syllabus, you are required to read one additional book per week and write a brief (1-2 pages) book review of that book. You can choose books from the attached list. During weeks in which the undergraduates read an entire book, or a chapter from a book, you are encouraged to choose that book.

We will arrange two additional graduate-only course meetings to discuss the extra readings as a group.

You are required to take the exams. A long research paper will take their place. The research paper can either be a literature review OR an original historical essay based on primary research. During the second week of the semester, I’d like to meet individually with each of you to discuss your reading list and potential paper topic – to the extent possible, you should try to harmonize your list and your topic such that the list provides background reading for your paper. (It’s okay to make changes to your list or topic after this meeting). A brief proposal is due October 13; the final draft is due December 10.

Overview of Graduate Requirements:

Participation (includes grad and individual meetings): 20%
Book reviews: 30%
Research Paper (4-5,000 words; ca. 20 pages): 50%
Graduate Reading List

Please select one book per week, for a total of 15. (You get a free pass for the first week!) If there’s a book not on the list, but you think it should be, let me know (My specialties are British history, cultural history, and intellectual history, so the list is most complete in these areas). Bold titles are also on the reading list for the early modern European comps field. Some of the books are pretty heavy sledding — if you pick one of the harder books, we can talk about specific sections you should cover. Some also cover a longer time period than just the eighteenth century; in these cases, we can set particular chapters for you to cover. We can discuss these questions when we review your lists in individual meetings.

Primary Sources

- Pierre Bayle, *The great contest of faith and reason*
- Edmund Burke, *Reflections on the Revolution in France*
- Frances Burney, *Evelina* (1778)
- Cook, *Voyages of Discovery*
- Jean le Rond D’Alembert, Preliminary Discourse to the Encyclopedia of Diderot
- Erasmus Darwin, *The Botanic Garden*
- Erasmus Darwin, *Zoonomia*
- Denis Diderot, *Encyclopédie*
- Fontenelle, *Conversations on the Plurality of Worlds*
- Alexander Humboldt, *Historical Relation of the Voyage to the Equatorial Regions of the New Continent*
- **Tocqueville, The Old Regime**
- William Paley, *Natural Theology*
- John Ray,
- Samuel Richardson, *Pamela*
- Rousseau, *Social Contract* (or another work by Rousseau)
- Jonathan Swift, *Gulliver’s Travels*
- Voltaire, *Candide* (or another work by Voltaire)
- David Hume, *Essays, Moral, Political and Literary* (1777)
- Adam Smith, *The Wealth of Nations*
- Malthus, *On Population*
- Mary Wollstonecraft, *Vindication of the Rights of Women*

Cultural History

- John Brewer, *Pleasures of the Imagination, English Culture in the 18th Century*
- Craig Calhoun, *Habermas and the Public Sphere*
- Robert Darnton, *The Great Cat Massacre and Other Episodes in French Cultural History*
- Robert Darnton, *The Forbidden Bestsellers of Pre-Revolutionary France*
• Foucault, Michel. *Discipline and Punish: The Birth of the Prison*
• Dena Goodman, *A Cultural History of the French Enlightenment*
• Jürgen Habermas, *The Structural Transformation of the Public Sphere*
• Mark Rose,
• Harris, Bob. *Politics and the Rise of the Press: Britain and France, 1620-1800*
• David Vincent, *Literacy and Popular Culture: England 1750-1914*

**Intellectual History**

• Roy Porter, *Enlightenment: Britain and the Creation of the Modern World*
• Peter Gay, *The Enlightenment: An Interpretation*
• Dorinda Outram, *The Enlightenment*
• Horkheimer and Adorno, *The Dialectic of Enlightenment*
• Carl Becker, *The Heavenly City of the Eighteenth-Century Philosophers*
• Isaiah Berlin, *Three Critics of the Enlightenment*

**History of Science**

• Ken Alder, *The Mismeasurement of the World*
• Lorraine Daston, *Classical Probability in the Enlightenment*
• Clark, Golinski, Schaffer, eds., *The Sciences in Enlightened Europe,*
• Jan Golinski, *Science as Public Culture*
• Jessica Riskin, *Science in the Age of Sensibility*
• Lisbet Koerner, *Linnaeus: Nature and Nation*
• Londa Schiebinger, *Nature’s Body: Gender in the Making of Modern Science*
• Mary Terrall, *The Man Who Flattened the Earth*
• Jenny Uglow, *The Lunar Men: Five Friends Whose Curiosity Changed the World*

**Economic History (including Industrial Revolution)**

• Maxine Berg, *The Age of Manufactures*
• John Brewer and Roy Porter, eds., Consumption and the World of Goods
• M.J. Daunton, Progress and Poverty: An Economic and Social History of Britain, 1700-1850
• Daryl Hafter, Women at Work in Preindustrial France
• Bridget Hill, Women, Work, and Sexual Politics in Eighteenth Century England
• Eric Hobsbawm, Industry and Empire: An Economic History of Britain since 1750.
• Peter M. Jones, Industrial Enlightenment: Science, Technology and Culture in Birmingham and the West Midlands
• Neil McKenrick, John Brewer, and J.H. Plumb, The Birth of a Consumer Society
• Thomas Max Safley, ed. The Workplace Before the Factory: Artisans and Proletarians, 1500-1800 (Ithaca, NY: Cornell)
• E.P. Thompson, The Making of the English Working Class

Social History

• R. Po-Chia Hsia [surname is Hsia]. Social Discipline in the Reformation: Central Europe 1550-1750 (1989)
• Roy Porter, English Society in Eighteenth Century England
• Lawrence Stone, The Open Elite 1540-1840

Political and Military History

• John Brewer, Sinews of Power: War, Money, and the English State, 1688-1783
• Linda Colley, Britons: Forging the Nation, 1707-1837
• Steve Pincus, 1688: The First Modern Revolution
• Timothy Blanning, The French Revolution in Germany
• Mark Raiff, The Well-Ordered Police State Social and Institutional Change through Law in the Germanies and Russia, 1600-1800 (1983)

French Revolution

• François Furet, The French Revolution
• Jeremy Popkin, A Short History of the French Revolution
• Simon Schama, Citizen
• Roger Chartier, The Cultural Origins of the French Revolution
• Georges LeFebvre, The Coming of the French Revolution
• William Sewell, Work and Revolution in France,
• Joan Landes, Women and the Public Sphere in the Age of the French Revolution,
• Daniel Mornet, The Intellectual Origins of the French Revolution
• Kafker, Laux, & Levy, The French Revolution: Conflicting Interpretations
• Keith Baker, Inventing the French Revolution
• Lynn Hunt, *Politics, Culture and Class in the French Revolution*
• Richard Cobb, *The Police and the People*
• Zizek, *Robespierre: Virtue and Terror*

**Women, Gender, and the Family**

• Ulrike Gleixner and Marion W. Gray, eds., *Gender in transition: discourse and practice in German-speaking Europe, 1750-1830.*
• Deborah Simonton, *A history of European Women’s Work: 1700 to the Present*
• Amanda Vickery, *The Gentleman’s Daughter: Women’s Lives in Georgian England*
• Amanda Vickery, *Behind Closed Doors: At Home in Georgian England*
• Merry Wiesner, *Women and Gender in Early Modern Europe* (1993)
Instructor: Dr. D. R. Dorondo.  
Office: 227C McKee.  
Office Phone: 227-7243/3908.  
E-mail address: dorondo@email.wcu.edu  
Office Hours: MWF 10:00-11:00 and by appointment only.

E-mail Contact:

All group messages sent to the class via e-mail will be sent to the addresses as indicated on the Summary Class List contained in MyCat. This is to be considered the official e-mail contact system.

Learning Objective:

This course examines the development of the Continent and British Isles between 1800 and 1914. During this period – sometimes referred to as a “long century” – Europe emerged, collectively, as the most significant power on Earth. Furthermore, the States of Europe underwent remarkable, and remarkably rapid (though variable), socio-economic transformation during the same period of time. In a physical sense, the most dramatic of these changes was industrialization. In historian Norman Davies’ memorable phrase, Europe became the “powerhouse of the world.”

In this tumultuous century, European life remained subject to the overriding influence of the Great Powers, a term heard more frequently before the First World War than after 1918. While arguments exist about States deserving a place in this group, general agreement obtains regarding the inclusion of Great Britain, France, Germany, Italy, Austria-Hungary, and Russia. Individually these Great Powers aspired to regional, and sometimes European, hegemony. These aspirations caused repeated, serious intra-European crises as well as extra-European complications. This phenomenon culminated in the eruption of a catastrophic European war in 1914; a consequent shaking of Europe to its foundations; and the preparation for the even greater catastrophe of 1939-1945.

Sometimes consigned to irrelevance after 1945, Europe has re-emerged as one of the world’s loci of economic, technological, and cultural (if not yet military) influence. Germany’s reunification, the introduction of the “euro” as the world’s new reserve currency, the signing of an EU Constitution 29 October 2004 – these and other events show clearly that Europe not merely survives; it prospers to a remarkable degree. Whether this same Europe will ever again aspire to truly global influence of a more direct kind remains to be seen.

Required Texts for All Students: Beaudoin, The Industrial Revolution (Purchase); Blanning, The Nineteenth Century (Purchase); Breckman, European Romanticism (Purchase); Lafore, The Long Fuse (Purchase); Winks, Europe and the Making of Modernity 1815-1914 (Rental).
GRADUATE STUDENTS ONLY: In addition to the texts above, read also the following: Eyck, *Bismarck and the German Empire* (Purchase); Jelavich, *The Habsburg Empire in European Affairs 1814 - 1918* (Purchase); and Mommsen, *Imperial Germany 1867 – 1918* (Purchase). See the professor about Jelavich, as well as Winks.

Course Requirements:

**NB: ALL REQUIREMENTS APPLY TO FORMALLY REGISTERED GRADUATE STUDENTS SAVE THE ASSIGNMENT OF THE TERM-ESSAY. GRADUATE STUDENTS, PLEASE SEE THE INSTRUCTOR FOR DETAILS.**

1. All assigned reading from the text will be covered in its entirety by the class-members whether that material is dealt with in class or not. The same rule will apply to any supplemental readings and/or AV presentations that may be assigned. All assigned reading is subject to examination.

2. Grades:
   - Test 1: 15%.
   - Test 2: 15%.
   - Test 3: 25%.
   - Term-essay: 25 %.
   - Book Review 1: 10%.
   - Book Review 2: 10%.

3. Exams are essay-only. Blue Books must be used. All work is to written in black or dark blue ink. Exam 3 is comprehensive.

4. Full attendance is expected. Failure to attend regularly may result in a lowering of the student’s final grade by three points per absence.

4. Undergraduate Term-Essay: All class-members will prepare an essay on a topic to be agreed upon in consultation with the instructor. The choice of topics is virtually unlimited. Subjects may include domestic or foreign-policy questions; conflicts such as the Crimean War, the Franco-Prussian War etc.; industrialization; the revolutions of 1848; and so forth. Consultations with the instructor are intended to “fine tune” topic-selection so as to produce an essay of greatest relevance to the course itself, the student’s major, and his/her personal interests. **ALL TOPICS MUST BE SUBMITTED IN THE FORM OF A ONE-PAGE PROPOSAL BY THE END OF THIRD WEEK. PROPOSALS WILL BE READ WITH A VIEW NOT ONLY TO CONTENT BUT ALSO GRAMMAR AND COMPOSITION. ANY TOPICS SUBMITTED THEREAFTER WILL AUTOMATICALLY BE REDUCED BY ONE LETTER-GRADE PER EACH SUBSEQUENT WEEK’S BEGINNING. THE DUE-DATE FOR THE TERM-ESSAY IS TBA.**

Specifications for the Undergraduate Term-Essay:
Each essay must be at least ten (10) full pages in length, excluding title page, bibliographies, charts, illustrations, etc.

All papers must be properly formatted according to the guidelines set forth in Kate L. Turabian’s *A MANUAL FOR WRITERS*, 7th ed. (or later) which is available in the University Bookstore.

Course-texts and/or handouts, as well as class lecture-material, and general encyclopedias may not be used as sources for the term-essay. When in doubt, ask.

At least six (6) sources must be used.

Essays must have standard academic apparatus (footnotes or endnotes; pagination; free-standing title-page; bibliography or works-cited page; double-spacing; proper margins; etc.)

General Course Outline:

I. The Post-Napoleonic Settlement of Vienna, 1814-1815.

II. The “Congress System,” 1815-1850.

III. Romanticism and the Revolutions of 1848.

IV. The Crimean War.

V. Bismarck, Napoleon III, and the Wars of German Unification.

VI. Industrialization and the Rise of Socialism.

VII. The Alliance Systems (Triple Entente and Triple Alliance).

VIII. Imperialism and the Road to War, 1900-1914.

EVERY CLASS MOVES AT ITS OWN PACE DUE TO VARYING DEGREES OF MEMBERS’ PARTICIPATION, THE VAGARIES OF WEATHER, HOLIDAYS, UNEXPECTED FACULTY ABSENCES, ETC. THEREFORE, INDIVIDUAL READING ASSIGNMENTS WILL BE MADE IN CLASS AND SHOULD BE NOTED. A SUGGESTED FORMAT IS BELOW. SPECIFIC ITEMS OF IMPORTANCE ARE INDICATED IN BOLD PRINT.


Wk 2 (30 Aug): Discussion and readings from Wk 1 continue.


Wk 5 (20 Sept): The Revolutions of 1848 and the Coming of the Modern Nation-State. Reading: Beaudoin (all); Winks Chapters 5 & 6; Blanning Chapter 5, pp 165-188. 20 Sept: “Historical Liberals” vs “Theoretical Liberals” and the general condition of Europe in the 1840s. 22 Sept: France 1848-1852. 24 Sept: 1848 in the German States, Hungary, and elsewhere. Fifth-week grades due.
Wk 6 (27 Sept): The Revolutions of 1848 and the Coming of the Modern Nation-State. Reading: Same as Week 5. 27 Sept: 1848 in the German States, Hungary, and elsewhere. 29 Sept:


Wk 10 (25 Oct):

Wk 11 (1 Nov): Advising Day 3 Nov.

Wk 12 (8 Nov):

Wk 13 (15 Nov):

Wk 14 (22 Nov): Thanksgiving Break 24-29 Nov.

Wk 15 (29 Nov):

Wk 16 (6 Dec): Last Day of Classes 10 Dec.

**THESE POLICY-NOTES AND SYLLABUS ARE SUBJECT TO POSSIBLE REVISION**
Adopted Text: James Wilkinson and H. Stuart Hughes, CONTEMPORARY EUROPE: A HISTORY.

Required Supplemental Texts (Undergraduates):


Required Supplemental texts (Graduate Students Only):

Same as for Undergraduates plus the following –


Course Description: THE HISTORY OF TWENTIETH-CENTURY EUROPE examines the development of the Continent and British Isles between 1914 and the beginning of the twenty-first century. During this period European civilization undergoes the most significant trial of the modern era. Dominated by the events of the World Wars, these eighty-six years witness the utmost savagery and brightest hope. The description applied by the late art historian Sir Kenneth Clarke to the early Medieval period, that the civilized peoples of the West survived “by the skin of their teeth,” applies in this context as well. Nevertheless, the fiftieth anniversary in 1999 of the (by then reunited) Federal Republic of Germany, the introduction of the Euro as the world’s new reserve currency, and the astonishing demise of the USSR and the Soviet empire in East Central Europe, all show clearly that Europe can not only survive but also prosper and change in truly remarkable ways.

In the tumultuous decades of the twentieth century’s first half, European life remained subjected to the overriding influence of the Great Powers, a term heard more frequently
before WWI than after 1918. While arguments exist over which nation-states deserve a
place in this group, general agreement obtains regarding the inclusion of Great Britain,
France, Germany, Italy, Austria-Hungary (to 1918), and Russia (in its imperial, Soviet,
and now post-Soviet forms). Consequently, this course will focus principally on a
continuous treatment of the domestic and foreign policy concerns of these states.
Particular attention will be paid to the failed post-1918 settlement, the rise of fascist and
communist tyranny, and the eventual reconstruction after 1945. The World Wars
themselves will be seen as much in their socio-political manifestation as in their military
one.

Course Requirements: NB: ALL REQUIREMENTS APPLY TO GRADUATE
STUDENTS SAVE THE ASSIGNMENT OF THE TERM-ESSAY. GRADUATE
STUDENTS, PLEASE SEE THE INSTRUCTOR FOR DETAILS.

All assigned reading from the texts will be covered in its entirety by the class-members
whether that material is dealt with in class or not. The same rule will apply to any
supplemental readings and/or AV presentations that may be assigned.

Three essay-only examinations will be given (approximately every five weeks). The first
two exams will comprise 20% each of the semester’s grade. The third, the final exam,
will comprise 30%. A term-essay, comprising 30% of the final grade for the semester
(specifications below), will also be required. ALL IN-CLASS EXAMS WILL BE DONE
IN INK AND IN BLUEBOOKS. ANY WORK WRITTEN WITH A PENCIL WILL
NOT BE ACCEPTED. BE ADVISED THAT THERE ARE NO EXCEPTIONS TO
THIS RULE.

Attendance Policy: Full attendance is expected. Failure to attend regularly may result in a
lowering of the student’s final grade by three points per absence.

Term-Essay: All class-members will prepare an essay on a topic to be agreed upon in
consultation with the instructor. The choice of topics is virtually unlimited. Subjects may
include domestic or foreign-policy questions; World Wars I & II; economics, NATO, the
Cold War, etc. Consultations with the instructor are intended to “fine tune” topic-
selection so as to produce an essay of greatest relevance to the course itself, the student’s
major, and his/her personal interests. ALL TOPICS MUST BE SUBMITTED BY THE
END OF FOURTH WEEK. ANY TOPICS SUBMITTED THEREAFTER WILL
AUTOMATICALLY BE REDUCED BY ONE LETTER-GRADE PER WEEK.
DUE-DATE FOR TERM-ESSAYS IS 29 MARCH.

Specifications for Term-Essay:
*Each essay must be at least ten (10) full pages in length, excluding title page,
bibliographies, charts, illustrations, etc.
*All papers must be properly formatted according to the guidelines set forth in Kate L.
Turabian’s A MANUAL FOR WRITERS, 5th ed. (or later) which is available in the
University Bookstore.
Assignments:


Wk 2 (17-19 Jan): Same as Wk 1.

Wk 3 (24-26 Jan): Wilkinson and Hughes, Chapters 3 and 4 [NB: The material in Chapter 4 will be discussed first.] Williamson, Chapters 1-2.

Wk 4 (31 Jan-2 Feb): Same as Wk 3. **Term-Essay Topics due no later than 2 Feb.**

Wk 5 (7-9 Feb): Finish discussion from Wk 4. **Test 1: 9 Feb.**


Wk 7 (21-23 Feb): **No class on 21 Feb as that is Advising Day.** Discussion same as Wk 6.

Wk 8 (28 Feb-1 Mar): Finish discussion from Wks 6-7. **Mid-Term Break begins 1 Mar.**


Wk 12 (27-29 Mar): Same as Wk 11. **Term-Essays due 29 March.**

Wk 13 (3-5 Apr): **Spring Break.**


Wk 15 (17-19 Apr): Same as Wk 14 and Tiersky and Jones, Part 2.

Wk 16 (24-26 Apr): Tiersky and Jones, Part 2.
What does it mean to be a Roman, Christian, or Barbarian in fourth century Rome, or North Africa, or Gaul? How does identity change when one is Romanized, or Christianized, or even ‘Barbarized’? This course considers the complex relationships established between the three most prominent cultures of the ancient Mediterranean and Europe – Romans, Christians, and Barbarians – and how these cultures transformed the classical world and its peoples from roughly the second through the seventh centuries, with particular emphasis on the end of the pagan world and the rise of the Christian Roman Empire. With a major focus on primary sources and seminal secondary texts, we will debate and discuss historical approaches to Late Antiquity and shifting concepts of identity within that world. Participants in the seminar will produce substantial research projects focusing on a related theme discussed in the course.

REQUIRED TEXTS (Listed in order of use; those available at bookstore noted with “B”)
- Louise Revell. Roman Imperialism and Local Identities (B)
- Greg Woolf. Becoming Roman: The Origins of Provincial Civilization in Gaul
- Michael Kulikowski. Rome's Gothic Wars: From the Third Century to Alaric (B)
- Ammianus Marcellinus. The Later Roman Empire. Trans. Walter Hamilton (B)
- Peter Brown. Power and Persuasion in Late Antiquity (B)
- Saint Augustine. Confessions. Trans. Henry Chadwick (B)
- TBA Book Review (choose from list provided).

OPTIONAL SURVEY TEXTBOOK:
- Peter Brown. The World of Late Antiquity Ad 150-750.
Nota Bene: If you have NO prior coursework on Roman or Medieval history, this class may be difficult at the outset. I have not assigned a general textbook for the course, but you should feel free to consult any good Western Civilization textbook or purchase and read the optional text by Peter Brown, a great primer by the greatest Late Antique historian.

CLASS REQUIREMENTS

- All work must be submitted in hard copy. No emails, no disks, no favors, no exceptions.
- Papers submitted after class, under office door, or any way other than in class will be considered late.
- No computers, no phones in the classroom.

Book Review (60%): 6 of 7 reviews, 5-6 pp. apiece, see class schedule for due dates. Instead of a review, an analysis paper will be written for St. Augustine and may be written on Ammianus / Kulikowski.

Midterm (10%): Short answer and essay.

Original Research Paper (30%): 20-25 pp., see due dates in schedule below. This substantial paper will examine some aspect of this unique period of European history. Topics will be chosen in collaboration with or approval of the instructor; interdisciplinary research is encouraged. 10% of this grade will be based on a 5-6 pp. historiographical essay, submitted prior to completion of research (see syllabus for dates), which will also be incorporated within your final essay.

Participation and Attendance: Attendance is mandatory, as is participation. Multiple absences or late attendance will constitute failure of the class.

Students with Disabilities: Students with documented disabilities are encouraged to speak with the professor at the outset of the semester to make arrangements to meet individual needs.

Plagiarism and Academic Honesty: Plagiarism and cheating (including submitting the same paper or material for two courses) will be dealt with in the severest manner possible - failure of the course and referral to the dean or university judicial system for additional disciplinary action, without exception.

Paper Formatting: Follow standard Turabian formatting.
- Every paper must be typed, double-spaced, and printed in black ink.
- Every paper must be stapled, with numbered pages.
- Every paper, unless otherwise stated, must meet stipulated minimum / maximum page lengths. Papers not meeting or exceeding page requirements will be graded a full grade off for every page under or over limit.
- Your name, course information, and your paper title must be included on the first page or on a separate cover page.
- Your paper should have 1" margins, and be typed in a reasonable font (10-12)
- All papers must include source quotations, which MUST BE CITED in footnotes or endnotes. Also include a bibliography (fine if included at bottom of final page).
- Papers making use of the web will be returned, ungraded, for revision.
- All papers must be submitted to the instructor on the due date in hard copy, not emailed, not on disk, and not promised to be delivered later. Do not ask for favors.
DISCUSSION / READING SCHEDULE:
- All topics / readings / assignments in the schedule are subject to change at instructor discretion.
  Updated schedules will be distributed in the event of changes.
- Readings must be completed prior to class on the day assigned. Readings on Blackboard are found in three folders: Articles, Weblinks, and readings unique to 521 in Grad. Be sure to look in the right location. You are advised to print out all Blackboard readings because you will be required to discuss these materials in class.

### INTRODUCTION TO LATE ANTIQUITY

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings / Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>M, 22 Aug.</td>
<td>Course concepts / introduction – historians and the Late Roman World</td>
<td></td>
</tr>
<tr>
<td>W, 24 Aug.</td>
<td>Defining Late Antiquity – cultures, geography, sources</td>
<td>Textbook: Cameron, “Remaking the Past.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blackboard Grad: Marcone, “Long Late Antiquity”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blackboard articles: Miles, “Introduction, Constructing Identities in Late Antiquity”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clover &amp; Humphreys, “Toward a Definition of Late Antiquity”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Heather, “The Barbarian in Late Antiquity”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blackboard weblinks: Plutarch, “Life of Cato the Elder” (skim)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tacitus, “End of the Republic”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marcus Aurelius, Meditations, Book One</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deeds of Divine Augustus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blackboard weblink: Tacitus, Germania excerpts</td>
</tr>
<tr>
<td>M, 5 Sept.</td>
<td>LABOR DAY</td>
<td></td>
</tr>
<tr>
<td>W, 7 Sept.</td>
<td>Becoming Roman, being Roman I</td>
<td>L. Revell, Roman Imperialism and Local Identities.</td>
</tr>
<tr>
<td>M, 12 Sept.</td>
<td>Becoming Roman, being Roman II</td>
<td>L. Revell, Roman Imperialism and Local Identities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hill, “The end of one kind of body…: Toilet Instruments…”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Handout: Objects, TBA</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Blackboard weblink: Accounts of Roman State Religion</td>
</tr>
<tr>
<td>W, 21 Sept.</td>
<td>Religion and Identity in Rome II</td>
<td>• Handout: Religions in the Empire</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M, 26 Sept.</td>
<td>Early Christianity and the Pagan Empire</td>
<td>• Blackboard article: Tertullian, To Scapula</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Blackboard weblinks:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tertullian, “On Pagan Learning”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Porphyry, <em>Against the Christians</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Blackboard article: Straw, “Martyrdom and Christian Identity: Gregory the Great, Augustine, and Tradition.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Blackboard weblinks:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• “Ritual Cannibalism against Christians”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Martyrdom of Polycarp</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• <em>Martyrdom of Perpetua and Felicity</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Blackboard article: R. Van Dam, “The Many Conversions of Constantine.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Blackboard weblink: “Edicts of Toleration / Milan”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Blackboard Grad: Humphries, “From Usurper to Emperor”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Blackboard articles:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Leadbetter, “Constantine and the Bishop”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• “Canons from Nicaea”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Blackboard weblinks: Eusebius on Conversion of Constantine</td>
</tr>
<tr>
<td>M, 10 Oct.</td>
<td>MIDTERM</td>
<td></td>
</tr>
<tr>
<td>W, 13 – M,</td>
<td>NO CLASS – FALL BREAK</td>
<td></td>
</tr>
<tr>
<td>17 Oct.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THE NEW CHRISTIAN WEST</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| **M, 24 Oct.** | The Church Ascendant II: A New Social Order | Blackboard Grad:  
- Rapp, *Holy Bishops*, excerpt  
- Clark, “Ideology, History and the Construction of ‘Woman’” |
Blackboard Grad: Lenski, “Valens and the Monks”  
Blackboard weblink: Murder of Hypatia |
- Ammianus, *Later Roman Empire*, pages TBA.  
Blackboard Grad: Stewart, “Destruction of Idols”  
Blackboard article: Frankfurter, “Where Spirits Dwell” |
| **W, 2 Nov.** | ADVISING DAY - NO CLASS |  |
| **M, 7 Nov.** | The Rise of “Papa” | Blackboard Grad: Morehead, “On Becoming Pope”  
Blackboard weblinks: Ambrose and Theodosius I & II |
| **W, 9 Nov.** | The Calamitous Fourth and Fifth Centuries: The West Transforms | Kulikowski, Rome’s *Gothic Wars.*  
- Ammianus, *Later Roman Empire*, pages TBA. |
| **M, 14 Nov.** | New Barbarian Leaders | Ammianus, *Later Roman Empire*, pages TBA.  
Blackboard Grad: Heather, “Why Did the Barbarian Cross the Rhine?” |
| **W, 23 – F, 25 Nov.** | NO CLASS – THANKSGIVING BREAK. |  |
| **M, 28 Nov.** | The New Roman Empire: Augustine, the City of God, and Barbarians at the Gate | Ward-Perkins, *Fall of Rome and the End of Civilization.* |

**THE TRANSFORMATION OF THE ROMAN WEST**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| **W, 16 Nov.** | The New Model Roman: St. Augustine | St. Augustine, *Confessions*, Books 1-5  
Handout: Augustine, Events and Dates |
| **M, 21 Nov.** | Augustine’s Conversion and the new West | St. Augustine, *Confessions*, Books 6-9  
Blackboard article: Rousseau, “Christian Culture and the Swine’s Husks” |
| **W, 23 – F, 25 Nov.** | NO CLASS – THANKSGIVING BREAK. |  |
| **M, 28 Nov.** | The New Roman Empire: Augustine, the City of God, and Barbarians at the Gate | Ward-Perkins, *Fall of Rome and the End of Civilization.* |

**THE TRANSFORMATION OF THE ROMAN WEST**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
Blackboard weblink: Salvian, “Romans and Barbarians” |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>M, 5 Dec.</td>
<td>Justinian and the Triumph of the East</td>
<td>- Blackboard article: Cooper, “Gender and the Fall of Rome”</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>WARD-PERKINS PAPER DUE</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Blackboard article: Procopius, Secret History, (specific chapters TBA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Blackboard weblinks: Procopius I, II, III</td>
</tr>
<tr>
<td>M, 12 Dec.</td>
<td><strong>FINAL PAPER DUE BY 5:00 PM</strong></td>
<td>- Blackboard weblinks:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Gelasius, on Spiritual and Temporal Power</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Gregory the Great, Pastoral Rule (excerpt)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sidonius: Civilized Barbarian, Barbarous Roman</td>
</tr>
</tbody>
</table>
WHAT IS PLAGIARISM?
Plagiarism and any other form of cheating in my classes will be dealt with in the severest manner possible, without exception - failure of the course and referral to the university judicial system.

The History Department’s definition of plagiarism: anything you could not have written without the source open in front of you.

This includes:
• Word-for-word cutting and pasting of original source, with no quotation marks and no attribution
• Word-for-word cutting and pasting with attribution but no quotation marks
• Word-for-word cutting and pasting with quotation marks but no attribution
• Snipping of juicy and/or otherwise distinctive phrases with no quotation marks and no attribution
• Close paraphrases of substantial length in which selected words have merely been replaced by common synonyms
• Sections of prose which have been reasonably well paraphrased but which parallel the original source in structure (that is, there is a sentence-for-sentence congruence, in which your sentences differ from those of the original but express substantially the same ideas in the same order for more than a sentence or two)

HOW TO AVOID PLAGIARISM:
• When taking notes from sources, be sure to use quotation marks and include page numbers, in your notes, to ensure that you do not accidentally borrow direct language.
• Avoid the web. Do not use the web as a research source. Do not be tempted to cut and paste from a website. Even pictures or maps downloaded from the web and used without attribution are considered plagiarism.
• Learn what plagiarism is. Cite frequently. When in doubt, cite and/or ask your instructor.
• Visit the Writing Center. They too can offer advice on writing and note-taking that may help you avoid accidental borrowing.
• Prepare. Research early. Write early. Don’t put yourself in a position where you are tempted to take the “easy” way out.

(Thanks to Dr. Gael Graham for creating these guidelines to plagiarism!)

See the University’s policy on academic integrity here: http://www.wcu.edu/26163.asp
Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see ArticleVII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).

Violations of the Academic Integrity Policy include:

Cheating - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
Fabrication – Creating and/or falsifying information or citation in any academic exercise.
Plagiarism - Representing the words or ideas of someone else as one’s own in any academic exercise.
Facilitation - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)
BOOK REVIEWS
Length: 5-6 pages.

Number: 6 of 7 reviews (Required books in bold type below) – note, you also may write all seven reviews and I will simply take the best 6 grades.

Tentative
Due dates:

1) Woolf, Becoming Roman, due in class Monday, 29 August

2) Revell, Roman Imperialism, due in class Monday, 12 September

3) Book of Choice Review, due in class Wednesday, 5 October
Choose a book from the list provided here (available by ILL, ABC or Hunter Library; many also on Google Books). You may use this exercise to read a book useful for comps, a book that could be useful for a thesis, or simply a book you are interested in. These are all canonical texts.
- T. D. Barnes, Constantine and Eusebius.
- H. A. Drake, Constantine and the Bishops.
- E. Gibbon, Decline and Fall of the Roman Empire
- W. Goffart, Barbarian Tides
- W. Goffart, Narrators of Barbarian History.
- A. Grafton, Christianity and the Transformation of the Book.
- P. Heather, Empires and Barbarians.
- D. Janes, Gods and Gold in Late Antiquity.
- S. MacCorrmack, Art and Ceremony in Late Antiquity.
- P. Cox Miller, The Corporeal Imagination.
- M. Salzman, Making of a Christian Aristocracy.
- R. Van Dam, Leadership and Community in Late Antique Gaul.
- Other (with instructor approval)

4) Brown, Power and Persuasion, due in class Wednesday, 19 October

5) Kulikowski and Ammianus, Goths review / analysis, due in class Wednesday, 9 November

6) Augustine, Confessions analysis, due in class Monday, 21 November

7) Ward-Perkins, Fall of Rome, due in class Wednesday, 30 November
BOOK REVIEWS
(taken from UNC: http://www.unc.edu/depts/wcweb/handouts/review.html)

What this handout is about
This handout will help you write a book review, a report or essay that offers a critical perspective on a text. It offers a process and suggests some strategies for writing book reviews.

What is a review?
A review is a critical evaluation of a text, event, object, or phenomenon. Reviews can consider books, articles, entire genres or fields of literature, architecture, art, fashion, restaurants, policies, exhibitions, performances, and many other forms. This handout will focus on book reviews.

Above all, a review makes an argument. The most important element of a review is that it is a commentary, not merely a summary. It allows you to enter into dialogue and discussion with the work's creator and with other audiences. You can offer agreement or disagreement and identify where you find the work exemplary or deficient in its knowledge, judgments, or organization. You should clearly state your opinion of the work in question, and that statement will probably resemble other types of academic writing, with a thesis statement, supporting body paragraphs, and a conclusion.

Typically, reviews are brief. In newspapers and academic journals, they rarely exceed 1000 words, although you may encounter lengthier assignments and extended commentaries. In either case, reviews need to be succinct. While they vary in tone, subject, and style, they share some common features:

First, a review gives the reader a concise summary of the content. This includes a relevant description of the topic as well as its overall perspective, argument, or purpose.

Second, and more importantly, a review offers a critical assessment of the content. This involves your reactions to the work under review: what strikes you as noteworthy, whether or not it was effective or persuasive, and how it enhanced your understanding of the issues at hand.

Finally, in addition to analyzing the work, a review often suggests whether or not the audience would appreciate it.

Becoming an expert reviewer: three short examples
Reviewing can be a daunting task. Someone has asked for your opinion about something that you may feel unqualified to evaluate. Who are you to criticize Toni Morrison's new book if you've never written a novel yourself, much less won a Nobel Prize? The point is that someone—a professor, a journal editor, peers in a study group—wants to know what you think about a particular work. You may not be (or feel like) an expert, but you need to pretend to be one for your particular audience. Nobody expects you to be the intellectual equal of the work's creator, but your careful observations can provide you with the raw material to make reasoned judgments. Tactfully voicing agreement and disagreement, praise and criticism, is a valuable, challenging skill, and like many forms of writing, reviews require you to provide concrete evidence for your assertions.
Consider the following brief book review written for a history course on medieval Europe by a student who is fascinated with beer:

Judith Bennett's Ale, Beer, and Brewsters in England: Women's Work in a Changing World, 1300-1600, investigates how women used to brew and sell the majority of ale drunk in England. Historically, ale and beer (not milk, wine, or water) were important elements of the English diet. Ale brewing was low-skill and low status labor that was complimentary to women's domestic responsibilities. In the early fifteenth century, brewers began to make ale with hops, and they called this new drink "beer." This technique allowed brewers to produce their beverages at a lower cost and to sell it more easily, although women generally stopped brewing once the business became more profitable.

The student describes the subject of the book and provides an accurate summary of its contents. But the reader does not learn some key information expected from a review: the author's argument, the student's appraisal of the book and its argument, and whether or not the student would recommend the book. As a critical assessment, a book review should focus on opinions, not facts and details. Summary should be kept to a minimum, and specific details should serve to illustrate arguments.

Now consider a review of the same book written by a slightly more opinionated student:

Judith Bennett's Ale, Beer, and Brewsters in England: Women's Work in a Changing World, 1300-1600 was a colossal disappointment. I wanted to know about the rituals surrounding drinking in medieval England: the songs, the games, the parties. Bennett provided none of that information. I liked how the book showed ale and beer brewing as an economic activity, but the reader gets lost in the details of prices and wages. I was more interested in the private lives of the women brewsters. The book was divided into eight long chapters, and I can't imagine why anyone would ever want to read it.

There's no shortage of judgments in this review! But the student does not display a working knowledge of the book's argument. The reader has a sense of what the student expected of the book, but no sense of what the author herself set out to prove. Although the student gives several reasons for the negative review, those examples do not clearly relate to each other as part of an overall evaluation—in other words, in support of a specific thesis. This review is indeed an assessment, but not a critical one.

Here is one final review of the same book:

One of feminism's paradoxes—one that challenges many of its optimistic histories—is how patriarchy remains persistent over time. While Judith Bennett's Ale, Beer, and Brewsters in England: Women's Work in a Changing World, 1300-1600 recognizes medieval women as historical actors through their ale brewing, it also shows that female agency had its limits with the advent of beer. I had assumed that those limits were religious and political, but Bennett shows how a "patriarchal equilibrium" shut women out of economic life as well. Her analysis of women's wages in ale and beer production proves that a change in women's work does not equate to a change in working women's status. Contemporary feminists and historians alike should read Bennett's book and think twice when they crack open their next brewsky.
This student's review avoids the problems of the previous two examples. It combines balanced opinion and concrete example, a critical assessment based on an explicitly stated rationale, and a recommendation to a potential audience. The reader gets a sense of what the book's author intended to demonstrate. Moreover, the student refers to an argument about feminist history in general that places the book in a specific genre and that reaches out to a general audience. The example of analyzing wages illustrates an argument, the analysis engages significant intellectual debates, and the reasons for the overall positive review are plainly visible. The review offers criteria, opinions, and support with which the reader can agree or disagree.

**Developing an assessment: before you write**

There is no definitive method to writing a review, although some critical thinking about the work at hand is necessary before you actually begin writing. Thus, writing a review is a two-step process: developing an argument about the work under consideration, and making that argument as you write an organized and well-supported draft.

What follows is a series of questions to focus your thinking as you dig into the work at hand. While the questions specifically consider book reviews, you can easily transpose them to an analysis of performances, exhibitions, and other review subjects. Don't feel obligated to address each of the questions; some will be more relevant than others to the book in question.

- What is the thesis—or main argument—of the book? If the author wanted you to get one idea from the book, what would it be? How does it compare or contrast to the world you know? What has the book accomplished?

- What exactly is the subject or topic of the book? Does the author cover the subject adequately? Does the author cover all aspects of the subject in a balanced fashion? What is the approach to the subject (topical, analytical, chronological, descriptive)?

- How does the author support her argument? What evidence does she use to prove her point? Do you find that evidence convincing? Why or why not? Does any of the author's information (or conclusions) conflict with other books you've read, courses you've taken or just previous assumptions you had of the subject?

- How does the author structure her argument? What are the parts that make up the whole? Does the argument make sense? Does it persuade you? Why or why not?

- How has this book helped you understand the subject? Would you recommend the book to your reader?

Beyond the internal workings of the book, you may also consider some information about the author and the circumstances of the text's production:

- Who is the author? Nationality, political persuasion, training, intellectual interests, personal history, and historical context may provide crucial details about how a work takes shape. Does it matter, for example, that the biographer was the subject's best friend? What difference would it make if the author participated in the events she writes about?

- What is the book's genre? Out of what field does it emerge? Does it conform to or depart from the conventions of its genre? These questions can provide a historical or literary standard
on which to base your evaluations. If you are reviewing the first book ever written on the subject, it will be important for your readers to know. Keep in mind, though, that naming "firsts"—alongside naming "bests" and "onlys"—can be a risky business unless you're absolutely certain.

**Writing the review**

Once you have made your observations and assessments of the work under review, carefully survey your notes and attempt to unify your impressions into a statement that will describe the purpose or thesis of your review. Then, outline the arguments that support your thesis.

Your arguments should develop the thesis in a logical manner. That logic, unlike more standard academic writing, may initially emphasize the author's argument while you develop your own in the course of the review. The relative emphasis depends on the nature of the review: if readers may be more interested in the work itself, you may want to make the work and the author more prominent; if you want the review to be about your perspective and opinions, then you may structure the review to privilege your observations over (but never separate from) those of the work under review. What follows is just one of many ways to organize a review.

**Introduction**

Since most reviews are brief, many writers begin with a catchy quip or anecdote that succinctly delivers their argument. But you can introduce your review differently depending on the argument and audience.… In general, you should include:

- The name of the author and the book title and the main theme.
- Relevant details about who the author is and where he/she stands in the genre or field of inquiry. You could also link the title to the subject to show how the title explains the subject matter.
- The context of the book and/or your review. Placing your review in a framework that makes sense to your audience alerts readers to your "take" on the book. Perhaps you want to situate a book about the Cuban revolution in the context of Cold War rivalries between the United States and the Soviet Union. Another reviewer might want to consider the book in the framework of Latin American social movements. Your choice of context informs your argument.
- The thesis of the book. If you are reviewing fiction, this may be difficult since novels, plays, and short stories rarely have explicit arguments. But identifying the book's particular novelty, angle, or originality allows you to show what specific contribution the piece is trying to make.
- Your thesis about the book.

**Summary of content**

This should be brief, as analysis takes priority. In the course of making your assessment, you'll hopefully be backing up your assertions with concrete evidence from the book, so some summary will be dispersed throughout other parts of the review.

The necessary amount of summary also depends on your audience. Graduate students, beware! If you are writing book reviews for colleagues—to prepare for comprehensive exams, for
example—you may want to devote more attention to summarizing the book's contents. If, on the other hand, your audience has already read the book—such as an class assignment on the same work—you may have more liberty to explore more subtle points and to emphasize your own argument.

**Analysis and evaluation of the book**

Your analysis and evaluation should be organized into paragraphs that deal with single aspects of your argument. This arrangement can be challenging when your purpose is to consider the book as a whole, but it can help you differentiate elements of your criticism and pair assertions with evidence more clearly.

You do not necessarily need to work chronologically through the book as you discuss it. Given the argument you want to make, you can organize your paragraphs more usefully by themes, methods, or other elements of the book.

If you find it useful to include comparisons to other books, keep them brief so that the book under review remains in the spotlight.

Avoid excessive quotation and give a specific page reference in parentheses when you do quote. Remember that you can state many of the author's points in your own words.

**Conclusion**

Sum up or restate your thesis or make the final judgment regarding the book. You should not introduce new evidence for your argument in the conclusion. You can, however, introduce new ideas that go beyond the book if they extend the logic of your own thesis.

This paragraph needs to balance the book's strengths and weaknesses in order to unify your evaluation. Did the body of your review have three negative paragraphs and one favorable one? What do they all add up to?

**In review**

Finally, a few general considerations: Review the book in front of you, not the book you wish the author had written. You can and should point out shortcomings or failures, but don't criticize the book for not being something it was never intended to be.

With any luck, the author of the book worked hard to find the right words to express her ideas. You should attempt to do the same. Precise language allows you to control the tone of your review.

Never hesitate to challenge an assumption, approach, or argument. Be sure, however, to cite specific examples to back up your assertions carefully.

Try to present a balanced argument about the value of the book for its audience. You're entitled—and sometimes obligated—to voice strong agreement or disagreement. But keep in mind that a bad book takes as long to write as a good one, and every author deserves fair treatment. Harsh judgments are difficult to prove and can give readers the sense that you were unfair in your assessment.
**RESEARCH PAPER**


Assignments:

1) Paper Proposal and Annotated Bibliography – due in class Weds., 21 September
   a. Include brief proposal, explaining why your topic is valid and important. The proposal requires a working thesis and discussion of the key issues and historical debate behind your topic.
   b. Annotated bibliography including journals, primary sources, books, all current. Web resources are NOT acceptable if they are not reputable and scholarly in origin.

2) Historiographical essay – due in class, Mon., 31 October
   a. 5-6 pages.
   b. How many sources? How many does your topic necessitate? I can’t give you an artificial estimate or magic number of sources. Do the research, do it well, and impress me with an extensive and varied bibliography.

3) Final Draft – due Thursday, 13 December (okay via email or in hard copy)
   a. At least 20 full pages, no more than 30 full pages.
   b. Include all other work done for the paper in this final submission. Your historiographical essay may be included in part, but should not simply be tacked on to your final paper.

Formatting: Papers should be formatted according to the standards set by Turabian’s *Manual for Writers*. Alternative formatting will not be accepted. All papers and drafts must include a title page with all relevant information, footnotes or endnotes, properly cited quotations, and a bibliography. On citation, see the Writing Center’s brief Turabian summary, or go to the source herself in the library.

Remember – I am not your proofreader! I expect your papers to come to me as finished documents. Even though your ideas/theses may be of more gradual development, your writing should be coherent, complex, and a joy to read!

**GETTING STARTED:**

Some good journals for our topic include: *Speculum; Journal of Roman Studies; Journal of Late Antiquity; Past and Present; Greece and Rome*.

A great starting point for primary texts is Fordham University’s *Internet Sourcebook Project*, specifically the pages on *Late Antiquity*: [http://www.fordham.edu/Halsall/ancient/asbook10.asp](http://www.fordham.edu/Halsall/ancient/asbook10.asp)

Here are some sites to get started if you are looking at material culture:
[http://www.thebritishmuseum.ac.uk/explore/highlights.aspx](http://www.thebritishmuseum.ac.uk/explore/highlights.aspx) - The British Museum
[http://witcombe.sbc.edu/ARTHlateantiquity.html](http://witcombe.sbc.edu/ARTHlateantiquity.html) - great clearing house site
Topics:
Comparative and theoretical topics outside of our time period and geographic focus may be acceptable, but they must be approved by the instructor and must be thematically linked to our course. There is quite a lot of interesting material on the classics / late antiquity / early Christian history and early America, for example. See me to discuss any ideas that fall outside the temporal and geographical scope of our class. All topics must be discussed with and approved by the instructor. Schedule an office meeting early in the semester to discuss possible topics. Many of these topics will require ILL and ABC for key texts, so it is imperative to start your research early. The greatest topics go off the rails when sources are not ordered early, and I will not accept “I have it on order with ILL / ABC but I don’t have it yet” for any stage of this project.

Great current topics include: bishops and power (East and West); bishops and councils; violence and Late Antiquity; Romanization, globalization and identity; Roman imperialism (comparative); “barbarian” ethnogenesis; and even environmental histories of Late Antiquity. See Cameron article for current approaches to Late Antiquity.
HIST 521 – ROMANS, CHRISTIANS, BARBARIANS
FALL 2011

STUDENT INFORMATION
Note that this information is for instructor use only and will not be shared.

Name: ____________________________________________________________

I prefer to be called: ______________________________________________

Email (that I use): ________________________________________________

Phone: __________________________________________________________

Disabilities / Conflicts (please inform me of any reasons which might cause you to routinely miss class (such as military, athletics, child-care, long commute) - note that official disabilities requiring assistance in class / test-taking must be reported to Student Services).

Anything else I should be aware of?
“Our military heritage is both deep and broad. It stretches back farther than written history allows us to peer, and it spans the globe. Although we would rather it weren’t, military history is the history of human civilization. Nothing you can think of today was not shaped by it. The boundaries of European countries, the slant of a Mongolian eye, Greek myths, the plays of Shakespeare, Islam, the location of Tokyo, the airplanes you fly in, the United States of America, the computers you use, the language you speak, the laws you live by, the year that man landed on the moon – all have been shaped by desperate struggles....There is so much here – bravery, brilliance, endurance, patriotism, love for a comrade. There is also stupidity, catastrophic wishful thinking, cowardice, panic. There is hate, self-sacrifice, duty, honor, indifference, greed, atheism, love of God, mutiny (justified and not), romance, nation-building, treachery, class-warfare, chance, horror, dignity....To learn how to embrace the best of these and shun the rest, these are lessons enough for a lifetime.” – Brook C. Stoddard, Editor, Military Heritage, August 1999

“It is well that war is so terrible. We should grow too fond of it.” – Robert E. Lee, December 1862.


**Recommended**: For useful definitions of military terms, see US Army Field Manual 101-5-1 at globalsecurity.org. See also Ronald Story’s *Historical Atlas of World War II* (Oxford, 2006). I highly recommend both the web-site and the atlas.

**Supplemental Materials**: Any materials which may, from time to time, be distributed to the class will also be regarded as required reading.

**Attendance Policy**: Be here – all the time. **Evaluations**: On-line with details TBA.

**Contact Policy**: E-mail will be sent to students’ addresses as indicated in the Summary Class List in MyCat.

**Accommodations for Students with Disabilities**: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as
having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at 227-2716 or 144 Killian Annex.

**Examinations:** There will be two regular examinations and a comprehensive Final Examination, but **students will receive four examination-grades.** On the Final Exam, students will have two options. Option 1: answer two questions and have them count as two separate exams. Option 2: combine two questions and have that answer count twice. In either case, there will be four grades, each counting 15% for a total of 60% of the semester’s grade.

*All examinations will be written in black or dark-blue ink and in Blue Books. Any work written otherwise will not be accepted.*

**Term-Essay:** All students will prepare a term-essay. Topics will be approved by the instructor NO LATER THAN FOURTH WEEK. Duplication of topics is not permitted. The due date for the term-essay is TBA via e-mail. The term-essay will constitute 40% of the final grade for the course.

**UNDERGRADUATE TERM-ESSAY SPECIFICATIONS AND OBJECTIVE**

1. The term-essay’s length (minimum of ten full pages) does not include title-pages, bibliographies, charts, graphs, illustrations, tables of contents, indexes, etc.
2. The term-essay must include a properly-formatted title-page.
3. The term-essay must include a properly-formatted bibliography or works-cited page.
4. The term-essay must include pagination.
5. The term-essay must include properly-formatted documentation in the form of either endnotes or footnotes. The latter are preferred. Parenthetical notes may not be used.
6. Authors of essays containing plagiarized material will be subject to disciplinary action taken in accordance with the University’s Academic Honesty Policy.
7. **The term-essay’s objective is:** **ANALYSIS, ANALYSIS, AND ANALYSIS.** A competent historical narrative is always welcome, but before good storytelling can occur (after all, that’s what good historical writing is), there has to be proper understanding of the “how and why.” How and why does military technology change in modern Europe? How and why does a country’s war-plan affect its decision to go to war or desist from it? How and why do political and military leaders make the decisions they make? How and why does tactical, operational, and/or strategic thinking evolve? How is military success defined and why must there be such definition? How and why do some military forces succeed and others fail? These are the sorts of questions that the successful term-essay addresses in this course.
**Graduate Student Requirements:** Students taking the course for graduate credit must meet all stated requirements. Term-essays for graduate students, however, will differ substantially. Topics will be developed under the close supervision of the instructor. Where possible and appropriate, these topics will be adapted to the student’s larger body of work leading to the thesis. While there is not a specified length for graduate students’ essays, it is understood that they will be approximately twice as long as undergraduate students’ papers. Annotated bibliographies must also be provided. Where possible and appropriate, graduate students may meet as a group with the instructor outside the normal class schedule.

**Syllabus:** Note - The following topics are scheduled provisionally. Alterations may occur due to holidays, inclement weather, *et cetera*.

**Week 1:** *The Historiography of Military History: Principal Modern Authors.*
(Jomini, Adams, Delbrück, Fortescue, Marx, Paret, Parker, Rogers, Black, et al. Reading: *AirSea Battle 2010*, Executive Summary and Introduction.)

**Weeks 2-5:** *Prelude to War, 1890-1914. The First World War.*
18 Jan: “The Art of War;” Jomini; Clausewitz; “vets vs civilians as mil historians.”
20 Jan: Chars of total war: railways, C2, internal-combustion technology, 4-dimensional war, chemical warfare.
27 Jan: Opening Phase 1914 – July and August.

**Week 5:** 8 Feb: WWI in the Air. 10 Feb: WWI Naval Warfare.

**Week 6:** 15 Feb: Exam #1. 17 Feb: Verdun, the Somme, Rumania 1916 and new operational concepts [attrition, tanks, beginnings of the creeping barrage, combined arms columns in Rumania [horses and armored cars]

**Week 6-10:** *Versailles and the Interwar Period. The Second World War, 1939-1941.*
(Readings: Murray and Millett, Introduction and Chapters 1-6 [all], pp.234-249, pp.304-311; Buckley, Chapters 4-6; Creveld, Chapters 3-4; Keegan, Chapter 4.)

**Week 10:** Exam #2. **This exam will cover the chronology of the Second World War only up to the end of 1941.**

**Weeks 11-15:** *The Holocaust, the Second World War 1942-1945, and the Postwar Era.*
(Readings: Murray and Millett, Chapters 14-16 [all], 19-20 [all], pp. 311-335, Epilogue; Buckley, Chapters 4-6 and 8; Creveld, Chapters 3-4 and 5; Keegan, Conclusion.)

Review and Final Examination. Date TBA.
“But what do we mean by the American Revolution? Do we mean the American war? The Revolution was effected before the war commenced. The Revolution was in the minds and hearts of the people…This radical change in the principles, opinions, sentiments, and affections of the people, was the real American Revolution.”

John Adams, 1818

**Info**

*Professor:* Hunt Boulware  
*Office:* 204B, McKee  
*Office Hours:* TTH 9:00-9:30; 10:45-12:30, and by appointment  
*Email:* hboulware@email.wcu.edu  
*Phone:* (828) 227-2696

**Course Description**

The British Empire seemed beyond challenge in 1763. France had been thoroughly routed during the Seven Years’ War, which left Britain as the lone imperial power in eastern North America. The British colonists in America contributed significantly to this victory, and they were proud to be part of the strongest and most liberal empire in the world. By 1776, however, cries of “God save the King!” had been replaced with a forthright declaration that sought to dissolve the political bands between the American colonies and Britain. How did this radical
change, as described by John Adams in 1818, come about? How did a “rabble in arms” emerge victorious over an economic and military superpower? What did the revolutionary generation intend, and what did the American Revolution mean to the peoples of North America and beyond? We will explore these and many other questions throughout this course.

**Required Readings**


John Ferling, *Almost a Miracle: The American Victory in the War of Independence*

David McCullough, *1776*

David Hackett Fischer, *Washington’s Crossing*

Carol Berkin, *Revolutionary Mothers: Women in the Struggle for America’s Independence*

Gary Nash, *The Forgotten Fifth: African Americans in the Age of the Revolution*

Alfred Young, *The Shoemaker and the Tea Party: Memory and the American Revolution*

**Course Requirements**

**Attendance/Participation (20%)**

Needless to say, attendance is mandatory for every class at the graduate level (i.e. any missed class will impair your grade, unless you have a very convincing excuse, shared with me prior to class). The success of this class – and your success – depends on your active participation. It is not simply enough to read the assignments. You should also critically examine the arguments and historical context for each reading and then compare these with the other articles and chapters you have read. Think about the issues, make notes during your reading, reread and organize these notes to reinforce your understanding of the material, and be prepared to intellectually engage and stimulate your classmates and professor.

**Short Papers (20%)**

You will write 4 short papers, based solely on the Brown text. See below for guidelines. NO late papers will be accepted for the Brown text.

**Book Reviews (40%)**

You will write 4 book review essays. This length must be no less than 3 pages and will be a well-developed review of the assigned books. Papers will be penalized a letter grade for each day late. **Hard copies only for all assignments**
Final Paper (20%)
You have the option of choosing any topic relevant to the course on which to write your research paper. All papers must be typed, double-spaced, stapled, with standard font and margins, and at least 18 pages in length (not including title and bibliography pages). If you are as to unsure whether your topic of choice is relevant, please run it by me. **RESEARCH PAPER IS DUE DECEMBER 6. LATE PAPERS WILL BE ACCEPTED AT A PENALTY OF ONE LETTER GRADE PER DAY LATE (NOT PER CLASS DAY LATE). HOWEVER, NO ASSIGNMENTS WILL BE ACCEPTED AFTER DECEMBER 8, THE LAST DAY OF CLASS.**

**Class Schedule**

**Week 1 (Aug 23-25) ** *Understanding the American Revolution*

T: Introduction/syllabus
TH: “Fear is not an American Art”: Why we Fight

**Week 2 (Aug 30-Sep 1) ** *Interpreting the American Revolution/The Colonial and Imperial Context*

T: Brown, Major problems, CH. 1
Paper 1 Due
TH: Brown, Major Problems, CH. 2
Paper 2 Due

**Week 3 (Sept 6-8) ** *The War for North America, 1754-1763*

T: Brown, Major problems, CH. 3
Paper 3 Due
TH: The French and Indian War and its consequences

**Week 4 (Sept 13-15) ** *Crisis of Empire, 1763-1775*

T: Brown, Major Problems, CH. 4
Paper 4 Due
TH: The Acts

**Week 5 (Sept 20-22) ** *Crisis of Empire, 1763-1775*

T: Brown, Major Problems, CH. 5
Book Review Due: Young, The Shoemaker and the Tea Party
TH: Mini Test

**Week 6 (Sept 27-29) ** *The Empire Breaks: 1775*

Background Reading: Ferling, Almost a Miracle, Part 1

T: Lexington and Concord
TH: Bunker Hill

Week 7 (Oct 4-6)  “The Jig is Up”: 1776

TTH: McCullough, 1776

Week 8 (Oct 11-13) Midterm/Fall Break

T: Book Review Due: Fischer, Washington’s Crossing
TH: Fall Break

Week 9 (Oct 18-20) The War in the North

Background Reading: Ferling, Almost a Miracle, Part 2

T: Fall Break
TH: Key Battles

Week 10 (Oct 25-27) The War in the North

Background Reading: Ferling, Almost a Miracle, Part 2

TTH: Key Battles

Week 11 (Nov 1-3) The War in the South

Background Reading: Ferling, Almost a Miracle, Part 3

TTH: Key Battles

Week 12 (Nov 8-10) The War in the South

Background Reading: Ferling, Almost a Miracle, Part 4

TTH: Key Battles

Week 13 (Nov 15-17) The Ghost at the Banquet: Slavery and the American Revolution

T: Brown, Major Problems, Chapter 8
TH: Book Review Due: Nash, The Forgotten Fifth

Week 14 (Nov 22-24) Women and the Revolution

T: Brown, Major Problems, Chapter 9
Book Review Due: Berkin, Revolutionary Mothers
TH: Thanksgiving Break
Week 15 (Nov 29-Dec 1)  
**The Constitution**

*T: Brown, Major Problems, Chapter 12  
TH: Ratification*

Week 16 (Dec 6-8)  
**The Final Chapter**

*T: Consequences  
TH: RESEARCH PAPER DUE*

**Guidelines for Short Papers**

Papers are due at the beginning of class on the assigned date. All papers should be typed, double-spaced, stapled, and three pages in length (standard font and margins). **No late papers will be accepted.** No emailed papers will be accepted.

Each short paper should consist of three pages (except chapter 1). The **first page** should use all the primary source documents in the Brown text to answer the questions listed below. The **second and third pages** of your paper should deal exclusively with the short essays in the Brown text. You should identify each author’s thesis and key ideas that support the central argument.

**Short papers will be graded on the following criteria:**
1. clarity of writing (grammar, essay organization, etc.)
2. use of sources to defend your answers (number and quality of evidence)
3. development of answers; sophistication of response
[Note: I am not interested in your opinions. I am interested in your arguments and the defense of these arguments using evidence from the documents and essays.]

**Week 2: Papers 1 and 2**

*Brown, Chapter 1*

There are no primary documents included in chapter 1. Your **two-page** essay should therefore identify each author’s central argument (thesis), identify key ideas that support the central argument, and articulate your own conclusions about the issues being discussed.

*Brown, Chapter 2*

What were the values and structure of colonial society? Were there widely shared characteristics of these colonial societies? Explain. Is it more appropriate to think of the colonies in terms of a society or societies? Why?

**Week 3: Paper 3**

*Brown, Chapter 3*

What do the documents and essays reveal about British-American relations AND imperial reform?
Week 4: Paper 4  
*Brown, Chapter 4*  
What evidence exists of a politically awakened colonial population? What was the constitutional and theoretical foundation for colonial opposition? How did the British view colonial resistance and the nature of empire?

*Other*

My door is always open, so please contact at any point with any questions or issues you might have.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

**Email:** You will need to access your school email frequently, or link it to your email client (entourage, outlook), as this is the email by which I will contact you.

**Academic Dishonesty:** This is a fancy term for cheating. DO NOT CHEAT. I will strictly enforce the University’s policy as outlined below. Any students caught cheating, or plagiarizing, will suffer the consequences of their actions by receiving an F for the assignment in question, and being turned in to the department for further disciplinary action. I would strongly advise you not to cut and paste from the internet for any written work, as this form of cheating is particularly easy to catch.

**Academic Honesty Policy**  
Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. **Cheating**—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. **Fabrication**—Intentional falsification of information or citation in an academic exercise.

c. **Plagiarism**—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.

d. **Facilitation of Academic Dishonesty**—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head, and the
Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction.

**Attendance policy**: Don’t miss class
OBJECTIVES
Welcome to "The Young Republic," a course examining United States history from about 1790 to 1850. I have designed this class to help students:

- Understand the major events and themes of the New Republic and Jacksonian Eras
- Understand the development (and limits) of American democracy in this period
- Recognize historical contingency (i.e., recognize that the developments of this era were not inevitable or pre-ordained)
- Gain an introductory understanding of the historiography of the New Republic and Jacksonian Eras
- Consider parallels and differences between the public issues of the "Young Republic" and those of our own time
- Improve their skills at writing, historical research, textual analysis, verbal communication, and critical thinking

BOOKS AND READING ASSIGNMENTS
Joseph Ellis, Founding Brothers
Joanne Freeman, Affairs of Honor
R. David Edmunds, The Shawnee Prophet
Tiya Miles, Ties that Bind
Sean Wilentz and Paul Johnson, The Kingdom of Matthias
Harry Watson, Liberty and Power
Daniel Feller, The Jacksonian Promise

There are available for sale at the WCU bookstore. You can find inexpensive used copies at online book sellers, as well. You will need the Joseph Ellis book immediately. Both grad students and undergraduates will be reading the Ellis, Edmunds, Wilentz/Johnson, and Watson books. The Freeman, Miles, and Feller books are just for the grad students.

Additional assigned readings will be available via WebCat, as indicated in the schedule below.

Reading assignments must be completed before the assigned class period. You should bring the assigned reading to class (or at least your notes on the reading).

COURSE FORMAT / GRAD STUDENT MEETINGS
The course emphasizes discussion and small-group work; however, I am going to focus my discussion questions on the undergraduates. Grad students will have a chance to contribute, but they will not be the first people called upon. In addition to the regular class meetings, I would like to schedule occasional grad student sessions to discuss the supplemental readings and your semester projects.
Attendance and Participation

You must attend all class meetings. I will track your attendance and reduce your grade by 10 points per class if you miss more than two meetings in the semester. Moreover, I make notes on student participation, and, obviously, if you are not present you cannot participate. Missed classes will result in a diminished participation grade, which will, in turn, undermine your semester grade.

Participation grades will reflect contributions to discussion, work in small-group exercises, and in-class writing.

Exams - Synthesis and Interpretation

You will sit two exams, a midterm and a final. These will be the same exams as those taken by the undergraduates. The exams will consist of essay questions on the broad themes of the course. Questions will be designed to test your critical thinking skills and your ability to draw connections among the various course materials. On the days indicated in the semester schedule, I will give you a list of potential exam questions. On the exam day, I will select several of these questions - three for the midterm and four for the final. You will write essays answering two questions on the midterm and three on the final. The final exam will emphasize material encountered since the midterm, but some questions will allow you to draw upon earlier material, as well.

Writing Assignments - Interpretation and Research

You will write three short essays (1000-1500 words each) tied to the supplemental grad student books (Freeman, Miles, and Feller). For each, you must give a clear specific answer to the assigned question, and you must support your answer. I will take some time during the semester to discuss common problems in student writing and ways to improve. Detailed assignment sheets will be posted to WebCat.

You will also write a longer paper on a topic of your choice. This can be a research paper or historiographical essay (4000 words minimum). I am also willing to develop alternative assignments for MAT, MAEd., and Public History students. I will post more detailed assignment sheets to WebCat.

I will accept late writing, but I will reduce the mark by one grade per day.

Semester Grades

Short Essays - 50 pts each (150 total)
Midterm - 100 pts
Final - 150 pts
Proposal - 50 pts
Long Essay - 150 pts
Participation - 100 pts

TOTAL - 700 pts

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>630-700</td>
<td>A</td>
</tr>
<tr>
<td>560-629</td>
<td>B</td>
</tr>
<tr>
<td>490-559</td>
<td>C</td>
</tr>
<tr>
<td>0-489</td>
<td>F</td>
</tr>
</tbody>
</table>

Academic Honesty

Western Carolina University, a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes the following:
A. Cheating. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

B. Fabrication. Falsification or invention of information or citation in an academic exercise.

C. Plagiarism. Representing the words or ideas of someone else as one’s own in an academic exercise.

D. Facilitation of Academic Dishonesty. Helping or attempting to help someone else to commit an act of academic dishonesty, such as allowing another to copy information during an examination or other academic exercise.

(Source: 2010-2011 Undergraduate Catalog, catalog.wcu.edu)

If I find you have cheated or plagiarized, I will give you an F for the course (you will not be able to withdraw). I will also report the violation to my department head, who may recommend taking the matter to the college dean and the student affairs office for further action.

The Way to Get a Good Grade in This Class

Work steadily, complete all of the reading on time, and participate in class discussion and exercises. Remember that participation requires advanced planning. You should come to class prepared with questions or points that you want to raise in discussion.

Seeking Help Promptly

If you find yourself falling behind or feeling overwhelmed, seek help promptly. Often students wait to find assistance until it is too late to avoid a poor grade. Schedule a meeting with me, come by during office hours, or contact one of the academic support offices, such as the writing center (227-7197) or tutoring center (227-2274). Depending on the circumstances, you may also want to consider contacting the counseling center (227-7469).

Mobile Phones, Texting, etc.

All mobile phones and other electronic communication devices must remain off during class. If your phone becomes a nuisance to me (and phones annoy me easily), I will lower your semester grade. If the trouble persists, I will ask you to withdraw from class. That goes for texting in class. I can almost always see you doing it, and it makes you look quite stupid. You are welcome to use a laptop in class (especially now that the university lacks the money for paper), but you may not use it for any purpose other than class activities. If you violate this policy, I will lower your grade substantially.

Accommodations for Students with Disabilities

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You may also visit the office’s website: http://www.wcu.edu/12789.asp
Semester Schedule

*Note: this schedule does not include deadlines for grad students' short essays; these will be due during the supplemental grad student meetings*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Info</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 11</td>
<td>Course Intro</td>
<td></td>
</tr>
<tr>
<td>Jan 13</td>
<td>The Duel / Discussion of Research Topics</td>
<td>Ellis, 1-47</td>
</tr>
<tr>
<td>Jan 18</td>
<td>Anxious Founders</td>
<td>Ellis, 48-161</td>
</tr>
<tr>
<td>Jan 20</td>
<td>Conflicting Visions</td>
<td>Ellis, 162-248; Documents of the 1790s party wars</td>
</tr>
<tr>
<td>Jan 25</td>
<td>Ending Slavery</td>
<td></td>
</tr>
<tr>
<td>Jan 27</td>
<td>Preserving the Republic / Republican Culture</td>
<td>(Undergrad essay due)</td>
</tr>
<tr>
<td>Feb 1</td>
<td>Jeffersonian Triumph</td>
<td>Risjord, <em>Jefferson's America</em>, 323-360 (WebCat)</td>
</tr>
<tr>
<td>Feb 3</td>
<td>The (Civil) War of 1812</td>
<td>Risjord, <em>Jefferson's America</em>, 361-405 (WebCat)</td>
</tr>
<tr>
<td></td>
<td><em>Paper Proposal and Working Bibliography Due</em></td>
<td></td>
</tr>
<tr>
<td>Feb 8</td>
<td>The Long War</td>
<td>Edmunds, 3-93</td>
</tr>
<tr>
<td>Feb 10</td>
<td>The Headman's Dilemma</td>
<td>(Undergrad essay due)</td>
</tr>
<tr>
<td>Feb 15</td>
<td>Prophecies and Confederations</td>
<td>Edmunds, 94-190</td>
</tr>
<tr>
<td>Feb 17</td>
<td>Alternatives</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Midterm Questions List Distributed</em></td>
<td></td>
</tr>
<tr>
<td>Feb 22</td>
<td>NO CLASS (ADVISING DAY)</td>
<td></td>
</tr>
<tr>
<td>Feb 24</td>
<td><em>Midterm Exam</em></td>
<td></td>
</tr>
<tr>
<td>Mar 1</td>
<td>NO CLASS (SPRING BREAK)</td>
<td></td>
</tr>
<tr>
<td>Mar 3</td>
<td>NO CLASS (SPRING BREAK)</td>
<td></td>
</tr>
<tr>
<td>Mar 8</td>
<td>Economic Transformations / Millgirl's Dilemma</td>
<td>Watson, 3-41; Lowell Documents</td>
</tr>
<tr>
<td>Mar 10</td>
<td>The Awakening</td>
<td></td>
</tr>
<tr>
<td>Mar 15</td>
<td>Elijah Pierson and Robert Matthews</td>
<td>Johnson and Wilentz, 3-90</td>
</tr>
<tr>
<td>Mar 17</td>
<td>The Kingdom</td>
<td>Johnson and Wilentz, 91-179</td>
</tr>
<tr>
<td></td>
<td>(Undergrad essay due)</td>
<td></td>
</tr>
<tr>
<td>Mar 22</td>
<td>Other (Far More Successful) Movements</td>
<td></td>
</tr>
<tr>
<td>Mar 24</td>
<td>Who Were the Jacksonian Democrats (and Why Does Anyone Care)?</td>
<td>Watson, 42-131</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mar 29</td>
<td>Cherokee Dilemma</td>
<td>Removal crisis documents (WebCat)</td>
</tr>
<tr>
<td>Mar 31</td>
<td>Removal in WNC</td>
<td>WNC Removal documents (WebCat)</td>
</tr>
<tr>
<td>Apr 5</td>
<td>Slavery In American History</td>
<td>kolchin, American Slavery, 93-132 (WebCat)</td>
</tr>
<tr>
<td>Apr 7</td>
<td>NO CLASS (NCPH CONFERENCE)</td>
<td></td>
</tr>
<tr>
<td>Apr 12</td>
<td>Paternalism Question</td>
<td>Faust, James Henry Hammond and the Old South, 69-104 (WeCat)</td>
</tr>
<tr>
<td>Apr 14</td>
<td>Slave Community and Consciousness</td>
<td>Levine, &quot;Slave Songs and Slave Consciousness,&quot; and &quot;Some Go Up, Some Go Down,&quot; The Unpredictable Past, 35-58, 59-77 (WebCat)</td>
</tr>
<tr>
<td></td>
<td><em>Papers Due</em></td>
<td></td>
</tr>
<tr>
<td>Apr 19</td>
<td>Monster Bank</td>
<td>Watson, 132-171</td>
</tr>
<tr>
<td>Apr 21</td>
<td>NO CLASS (EASTER)</td>
<td></td>
</tr>
<tr>
<td>Apr 26</td>
<td>The Second Party System</td>
<td>Watson, 172-197</td>
</tr>
<tr>
<td></td>
<td><em>Final Exam Questions List Distributed</em></td>
<td></td>
</tr>
<tr>
<td>Apr 28</td>
<td>Slavery and the West</td>
<td>Watson, 198-253</td>
</tr>
<tr>
<td>May 2 (Mon)</td>
<td><em>Final Exam</em></td>
<td></td>
</tr>
</tbody>
</table>
History 533

The Young Republic

NS 327
9-10 MWF
Fall 2002

Graduate Student Supplement

Additional Texts: Graduate students will be required to read and review on two additional books: Joseph Ellis, *American Sphinx* and William Freehling, *Prelude to Civil War*. The standards for the reviews will be the same as listed on the syllabus.

Additional Meetings: I would like to gather at least 3 times as a graduate student seminar over the course of the term to discuss matters of interest, and to debate our own ideas. We will try to schedule times these meetings during our first class meeting.

Research Paper: Graduate students will be required to research and write a 20-25 page paper of original research. More details will follow on a separate sheet.

Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lord Review –</td>
<td>100</td>
</tr>
<tr>
<td>Oates Review –</td>
<td>100</td>
</tr>
<tr>
<td>Johnson Review –</td>
<td>100</td>
</tr>
<tr>
<td>Ellis Review –</td>
<td>100</td>
</tr>
<tr>
<td>Freehling Review -</td>
<td>100</td>
</tr>
<tr>
<td>Presentation –</td>
<td>100</td>
</tr>
<tr>
<td>Research Paper –</td>
<td>200</td>
</tr>
<tr>
<td>Midterm</td>
<td>150</td>
</tr>
<tr>
<td>Final</td>
<td>150</td>
</tr>
<tr>
<td>Participation -</td>
<td>200</td>
</tr>
</tbody>
</table>

-----------------------
1300 total points

Grading Scale:

A – 1170-1300
B –1040-1169
C – 910-1039
F – 909 and Below

I am available to assist you in any way with this course. Let me know how I can help you succeed!
History 534

The Civil War and Reconstruction

McKee 220
Thursday 6-8:50
Fall, 2003

Graduate Student Supplement

Additional Texts: Graduate students will be required to read and review on two additional books: Charles Dew’s Apostles of Disunion: Southern Secession Commissioners and the Causes of the Civil War and David Blight’s Race and Reunion: The Civil War in American Memory. The standards for the reviews will be the same as listed on the syllabus.

Additional Meetings: I would like to gather at least 3 times as a graduate student seminar over the course of the term to discuss matters of interest to graduate students, and to debate our own ideas. We will try to schedule times these meetings during our first meeting.

Research Paper: Graduate students will be required to research and write a 20 page paper of original research. More details will follow on a separate sheet.

Grading:

Dew Review - 100
McPherson Review - 100
Oates Review - 100
Foner Review - 100
Ash Review - 100
Blight Review - 100
Research Paper - 200
Midterm - 150
Final - 150
Participation - 200

------------------
1300 total points

Grading Scale:

A - 1080-1200
B - 960 – 1079
C - 840 – 959
F - 839 and Below

I am available to assist you in any way with this course. Let me know how I can help you succeed!
Course Objectives: History 436/536 examines the great political, economic, social and cultural changes of the 20th century, with an emphasis on the era of the Great Depression and afterwards. We will study the vast increases in presidential power, the expansion of the federal government, changes in the status of women and racial minorities, the rise of consumerism, and shifting political alignments, among other things. I assume that students have a rough knowledge of the key events of the 20th and early 21st centuries; if you do not, you might find it useful to find an old textbook somewhere. In addition to delving more deeply into the “events” of this history, we will also concentrate on reading historical books and articles critically, designing and carrying out an independent research project, and honing speaking and writing skills.

Format and Expectations: This class will mix lecture with discussion and some small-group work, and will organized thematically rather than chronologically. I expect that students will come to class having read assigned material carefully, and will be prepared to participate in critically examining the topic for the day. I further expect that students will learn each other’s names and interact with each other rather than addressing their comments solely to me. Graduate students will have some different readings and will be expected to contribute on a more sophisticated level. In addition to discussion, I may ask you to do some in-class writing.

Course Assignments: In addition to assigned readings (see below), which must be completed by the dates noted in the schedule, undergraduates will have one midterm (worth 15% of the grade), one final exam (worth 25%), two book reviews (each worth 10%), and a research paper, (30%) The final 10% of your grade will come from participation, based on attendance, preparedness, and participation in class discussions. Persons who suffer from excessive shyness should consult with me privately on how to fulfill this requirement. Students who are not prepared for class discussion may be asked to leave and complete the assigned readings, and this will count as an absence. Graduates will add a book review of one of the extra books you read (10%); you will not be graded on participation (naturally, this does not mean you are not expected to participate). You will also lead one class discussion, and meet with me separately at least twice.

Grading: I use a thousand point scale; 900 points are required for an A, 800 for a B, and so on. I use half-grades (+ or -) only in the cases of students who are meritorious but not numerically up to the full grade. In these cases, I determine “merit” by attendance, preparation for class, and participation. It is possible to earn a 0 in participation. Please withdraw if you do not plan to attend class.

Required Books
Rental text: (grads will need to buy it): *Perspectives on Modern America*, Harvard Sitkoff, ed.


Graduate students need to buy all of the above, and add: *American Crucible: Race and Nation in the Twentieth Century*, Gary Gerstle; *We Now Know: Rethinking Cold War History*, John Lewis Gaddis; and *Black Power: Radical Politics and African American Identity*, Jeffrey O. G. Ogbar.

**Other General Rules**: Student athletes and students with disabilities are responsible for the paperwork involved in any accommodation they seek. Your student handbook has information about the vast network that exists Just to Serve You. Please see its table of contents and avidly memorize all within. Please show civility toward classmates and instructor. Please do not eat, sleep, or use cellphones in class. Turn off and put away all ringing, chirping, or singing devices. You may bring a drink or use a laptop (as long as you’re not seen playing games or surfing the web during class). Plagiarism and other forms of academic dishonesty will be dealt with in accordance with the university’s policies on Academic Honesty, noted in your Handbook under “Academic Policies and Information.”

**Schedule**

**Week One**
Jan. 10: Introduction (no reading)
Jan. 12: The Great Depression (Reeves, ch. 6; Grads; Greta de Jong, “‘With the Aid of God and the F. S. A.’: The Louisiana Farmers’ Union and the African-American Freedom Struggle in the New Deal Era,” e-reserve)

**Week Two**
Jan. 17: The New Deal (Forgotten Man letters, on e-reserve; grads: McElvaine, The Great Depression, ch. 9, e-reserve)
Jan. 19: WWII Overview (Reeves, ch. 7)

**Week Three**
Jan. 26: War, Race, and Gender (no reading) I will meet separately with grads today.

**Week Four**
Jan. 31: Chilly Peace (Reeves, Ch. 8; Paterson article from Chafe, pp. 6-12; Grads add LaFeber, chs. 1-2)
Feb. 2: Cold War (Chafe, pp. 13-55; grads read LaFeber, chs. 3-4)

Week Five
Feb. 7: The Little Big War (Lee, The Korean War, e-reserve; grads read LaFeber, chs. 5-6)
Feb. 9: Ozzie and Harrietland (Reeves, ch. 9; Grads: Elaine Tyler May, “Explosive Issues: Sex, Women, and the Bomb, e-reserve) Proposals and Annotated Bibliographies due

Week Six
Feb. 14: Restless Natives (Chafe, 130-176;grads, Sara Evans, “American Women in the Twentieth Century,” e-reserve.).
Feb. 16: Eisenhower’s Shadow World (Chafe, pps. 60-92; grads read LaFeber, chs. 7-8)
Graduate students will lead class today.

Week Seven
Feb. 21: The 1960’s (Reeves, Ch. 10; grads read LaFeber, chs. 9-10)
Feb. 23: First midterm

Week Eight
Feb. 28: The Vietnam War (Chafe, pp. 247-294; grads, LaFeber, ch. 11)
Mar. 2: Social Fractures (Chafe, 177-206) I will meet separately with grads today.

SPRING BREAK

Week Nine
Mar. 14: Deep Challenges to Tradition (Chafe, 207-245)
Mar. 16: Nixon’s World (Reeves, ch. 11, Chafe, 321-349) Book Review due

Week Ten
Mar. 21: The 1970’s (Reeves, ch. 12, Chafe, 351-373)
Mar. 23: Praying for Sheetrock (entire book)

Week Eleven
Mar. 28: The Reagan Revolution (Reeves, ch. 13, Chafe, pp. 374-393; grads, read LaFeber, ch. 12)
Mar. 30: Money, Race, and Class (Bonfire of the Vanities, entire book)

Week Twelve
Apr. 4: Fin de Siecle America (Reeves, ch. 14; grads read LaFeber, chs. 13-14)
Apr. 6: End of the Cold War (Reeves, ch. 15) Research paper due for graduate students; optional turn-in for undergrads

Week Thirteen
Apr. 11: Clinton in Recent Retrospective (Chafe, pp. 394-411; Berman, “Seeking a Legacy,” e-reserve)
Apr. 13: Bacchanalia (no class)

**Week Fourteen**
Apr. 20: Groping Toward the Future (Chafe, pp. 438-470; all students must bring in one newspaper story from today or the past week and be prepared to talk about how it connects to the earlier history we have studied this term) **Research papers due**

**Week Fifteen**
Apr. 25: Review
Apr. 27: Make-up exams (no class for other students)

FINAL EXAM: Monday, May 1, 12:00-2:30 p.m. in the regular classroom
History 543
The American South

McKee 209
TR 8:00-9:15
Spring 2012

Graduate Student Supplement

Additional Texts: Graduate students will be required to read and review on three additional books: C. Vann Woodward’s The Burden of Southern History, W.J. Cash’s The Mind of the South, and James C. Cobb’s Away Down South. The standards for the reviews will be the same as listed on the syllabus.

Historiographical Essay: Graduate students will also write a 10-12-page historiographical essay on a key interpretative issue in southern history since the Civil War. It should survey 5-7 books, analyzing each author’s approach. For sample historiographical essays, see John Bole and Evelyn Nolen, eds., Interpreting Southern History (LSU Press, 19"). This assignment will be due 6 March 2012.

Additional Meetings: I would like to gather at least 3 times as a graduate student seminar over the course of the term to discuss the three supplementary books listed above, matters of interest to graduate students, and to debate our own ideas. We will try to schedule these meetings during our first meeting. We will also discuss due dates for the three additional books.

Grading: Grading Scale:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Godshalk Review</td>
<td>50</td>
<td>A = 1350 or above</td>
</tr>
<tr>
<td>Thompson Review</td>
<td>50</td>
<td>B = 1200 - 1349</td>
</tr>
<tr>
<td>Payne Review</td>
<td>50</td>
<td>C = 1050 - 1199</td>
</tr>
<tr>
<td>Bragg Review</td>
<td>50</td>
<td>F = 1149 or Below</td>
</tr>
<tr>
<td>Trethewey Review</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Woodward Review</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Cash Review</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Cobb Review</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Research Paper</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Historiographical Essay</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Midterm</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>200</td>
<td></td>
</tr>
</tbody>
</table>

----------------------
1500 total points
HIST 545 CHEROKEE HISTORY

Monday, 6-8:50pm
McKee 209

Dr. Andrew Denson
denson@email.wcu.edu
227-3867

Office Hours

McKee 203B
MWF, 3-4:30pm, or by appointment

Objectives

Welcome to Hist 545, a graduate course examining the history of the Cherokees, the people of this place. The objectives for the course are (1) to provide an overview of Cherokee history from before colonization to the present, while (2) introducing grad students to some of the major themes in the Cherokee and Native American historical literature. Along the way, the course will offer (3) multiple and varied opportunities to improve your skills at writing, primary source research, reading comprehension, critical thinking, and verbal expression.

Books

William Anderson, ed., Cherokee Removal: Before and After
Margaret Bender, Signs of Cherokee Culture
Robert Conley, Cherokee Nation: A History
Sarah Hill, Weaving New Worlds: Southeastern Cherokee Women and Their Basketry
Theda Perdue, Cherokee Women: Gender and Cultural Change
Circe Sturm, Blood Politics

These are available at the WCU bookstore (although they may run out of Perdue copies quickly). You can also obtain inexpensive used copies online through sites like Amazon or Powell's.

Reading Assignments

Reading assignments should be completed before the assigned class period. You will not be taking the undergrads' quizzes, but you will still be responsible for the material.

Attendance and Participation

You are responsible for attending every class meeting. Your active participation is essential and will be graded. In these 400/500 classes, grad students sometimes end up dominating conversation. I am going to try to prevent that from happening, and sometimes that will mean I do not call on you. Don’t worry, though. You will have your chances to be heard.

Participation grades will be posted four times on WebCat as indicated in the semester schedule.
In addition to the regular class meetings, I plan to schedule several meetings when we can discuss the additional graduate student readings. Try to think of some times when you might be available. I hope to schedule at least four extra meetings.

**Field Trips**

I will be planning several field trips to places of Cherokee cultural and historical significance here in WNC. We will have to make these trips outside of class time (since the class is at night and only once a week). These will not be mandatory, since everyone may not be able to attend; however, I hope we can find times when most of the class will be available.

**Midterm and Final Essays - Synthesis and Interpretation**

Rather than taking in-class exams (which I find pretty useless), you will write a midterm and final essay. On the days indicated in the semester schedule, I will distribute a question. This will be a rather broad question designed to encourage students to synthesize and interpret the material they have encountered. You will write a five-page essay answering the question. The midterm essay will cover the first half of the class. The final essay will cover everything after the midterm. I will include a grading rubric with the assignment.

Grad students will answer the same midterm and final essay questions as do the undergrads.

**Short Essays**

As a graduate student, you will write three short essays (about four pages long) responding to specific questions about the books by Sturm, Bender, and Perdue. These will be due on the days we arrange to discuss the books. The first short essay will be on Perdue, *Cherokee Women*, which we will discuss sometime in late September.

**Research Paper**

While the undergraduates pursue their group web page projects, you will develop a research project on a topic of your choosing related to Cherokee history. This will culminate in a twelve to fifteen page paper, embracing both primary and secondary sources. You will receive a detailed assignment sheet the first week of class. Note that a preliminary document (a proposal and bibliography) will be due Sep 17.
**Grade Breakdown**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Essays</td>
<td>50 pts each; 150 total</td>
</tr>
<tr>
<td>Midterm Essay</td>
<td>150 pts</td>
</tr>
<tr>
<td>Final Essay</td>
<td>150 pts</td>
</tr>
<tr>
<td>Research Paper</td>
<td>200 pts</td>
</tr>
<tr>
<td>Participation</td>
<td>100 pts</td>
</tr>
</tbody>
</table>

750 pts total

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>675-750</td>
</tr>
<tr>
<td>B</td>
<td>600-674</td>
</tr>
<tr>
<td>C</td>
<td>525-599</td>
</tr>
<tr>
<td>F</td>
<td>0-524</td>
</tr>
</tbody>
</table>

**Seeking Help Promptly**

If you find yourself falling behind or feeling overwhelmed, please seek help promptly. Often, students wait to find assistance until it is too late to avoid a poor grade. Schedule a meeting with me, come by during office hours, or contact one of the academic support offices, such as the writing center (227-7197) or the tutoring center (227-2273). You may also consider contacting the counseling center (227-7469).

**The Way to Get a Good Grade in This Class**

The way to get a good grade in this class is to work steadily, keep up with the reading, do at least some work on your semester project every week, and participate in class discussion. That is, you need to be engaged and active.

**Mobile Phones, Pagers, etc.**

All mobile phones and other electronic communication devices must remain off during class. If your phone or pager becomes a nuisance to me, I will lower your participation grade. If trouble persists, I will ask you to withdraw from the class. I'd also suggest keeping them off when you come to office hours. I really don't like mobile phones.

**ADA Compliance**

Student Support Services suggests the following statement be made to students: "WCU makes every effort to make reasonable accommodations for students with documented disabilities in compliance with the Americans with Disabilities Act. To receive academic accommodations, students must be registered with the Office of Student Support Services (Killian Annex, 227-7127). The letter received from Student Support Services should be presented as documentation to the instructor as early in the semester as possible."

**Academic Dishonesty**

Students should familiarize themselves with WCU’s policies regarding cheating and plagiarism. Any student caught cheating or plagiarizing will receive an automatic F for the course and will be reported to the department head and dean, who may pursue further action.
I have attached to this syllabus a more detailed description of WCU’s procedures regarding cheating.

Semester Schedule

Aug 20  Introduction
Aug 27  Indian Country, NC

Readings:

David Wilkins, American Indian Politics and the American Political System, 15-65 (handout)
John Marshall, majority opinion, Cherokee Nation v. Georgia (1831) (handout)

Activities: discussion of Wilkins; exercise using the John Marshall document; short lecture introducing the Cherokee Nation freedman issue as an example of modern tribal politics

Sep 3  No class (Labor Day)

1. The Principal People

Sep 10  Landscape and Origins

Reading:

Conley, Cherokee Nation, 1-16
Hill, Weaving New Worlds, 1-64
James Mooney, History, Myths, and Sacred Formulas of the Cherokees, myths 1-4 (online, link on WebCat)
Raymond Fogelson, "Who Were the Ani-Kutani? An Excursion into Cherokee Historical Thought," Ethnohistory 31 (1984), 255-263 (grad only - available on Jstor)

Activities: discussion of Hill and the origin narratives in Mooney and Conley; exercise using the Kanati and Selu narrative
Sep 17  Kinship, Gender, and Society

Reading:

Theda Perdue, *Cherokee Women*, 1-59
Rennard Strickland, *Fire and the Spirits*, 10-39 (e-reserve)

Activities: Quiz (on Perdue and Strickland, WebCat, completed before class); exercise on kinship system and community structure

**Topic Proposals and Preliminary Bibliographies Due**

Sep 20  Participation grades posted on WebCat

Sep 24  Religion

Reading:

William McLoughlin, "Accepting Christianity" in McLoughlin, *Cherokees and Christianity*, 188-218 (e-reserve)
Daniel Butrick's description of the Green Corn Ceremony (handout)

Activities: discussion of the Green Corn Ceremony; short lecture on contact and colonization

2. A New World

Oct 1  Contact, Trade, and the Shatter Zone

Reading:

Conley, *Cherokee Nation*, 17-43
Perdue, *Cherokee Women*, 62-85
Robbie Ethridge, "Creating the Shatter Zone" (e-reserve)
Documents by Alexander Cuming and Ludovic Grant (handout)

Activities: discussion of Conley, Perdue, and Ethridge; exercise using the Cuming and Grant documents

Oct 8  War and Diplomacy

Conley, *Cherokee Nation*, 45-79
Perdue, *Cherokee Women*, 86-108
John Adair, "Account of the Cheerake Nation," excerpt (handout)
Gregory Evans Dowd, "'Insidious Friends': Gift-Giving and the Cherokee-British Alliance in the Seven Years War," in Andrew Cayton and Fredrika Teute, eds., *Contact Points: American Frontiers from the Mohawk Valley to the Mississippi* (grad only - handout)
Activities: exercise using Adair; discussion of eighteenth-century Indian diplomacy

**Midterm Essay Question Distributed**

**Oct 11 - Participation grades posted on WebCat**

Oct 15  No class (fall break)

**Midterm Essay Due, Oct 18**

3. Cherokee Republic

Oct 22  Political Transformations

Conley, Cherokee Nation, 81-107
Perdue, Cherokee Women, 109-158
Cherokee Laws and 1827 Cherokee Constitution (handout)

Activities: exercise and discussion using the Cherokee laws and constitution; short lecture on early American Indian policy

Oct 29  Civilized Tribe

Anderson, Cherokee Removal, 1-28
Perdue, Cherokee Women, 159-184
Hill, Weaving New Worlds, 110-131
Removal-era property lists (handout)

Activities: discussion of Anderson, Perdue, and Hill; exercise using property lists

Nov 5  Removal

Conley, Cherokee Nation, 131-165
Anderson, Cherokee Removal, 55-74, 96-111
Hill, Weaving New Worlds, 131-146
Documents related to removal in WNC (online)

Activities: exercise using removal documents; discussion of Conley, Anderson, and Hill

**Nov 6 - Participation grades posted on WebCat**

4. Persistence and Revival

Nov 12  After Removal

Conley, Cherokee Nation, 167-182
Hill, Weaving New Worlds, 147-184
John Finger, "North Carolina Cherokees, 1838-1866" (online)
"Present State of Civilization of the Cherokees at Qualla Town" (online)
Claudio Saunt, "The Paradox of Freedom: Tribal Sovereignty and Emancipation during the Reconstruction of Indian
Activities: exercise on post-removal eastern Cherokees; short lecture on the Cherokee Nation in the West

Nov 19  Era of the Assimilation Policy

Conley, Cherokee Nation, 183-206
Hill, Weaving New Worlds, 185-253
Lloyd Welch Constitution (online)
Corporate Charter (online)
Reports of the School Superintendent (handout)

Activities: short lecture on Eastern Band political institutions; exercise using boarding school reports

Nov 26  Economic Development

Conley, Cherokee Nation, 207-218
Hill, Weaving New Worlds, 254-313
Betty Dugan, "Tourism, Cultural Authenticity, and the Native Crafts Cooperative" (e-reserve)

Activities: short lecture on Cherokee Nation political revivals; discussion of tourism in WNC

**Research Papers Due (early submissions welcome)**

Dec 3  Self-Determination

Conley, Cherokee Nation, 219-242
Finger, "Cherokee Americans" (e-reserve)
Current EBCI Charter (online)

Activities: short lecture on self-determination policy; discussion of EBCI and CN as nations, powers and limits of tribal self-government

**Final Essay Question Distributed**

Dec 4 - Participation grades posted on WebCat

Dec 10  **Final Due**
WCU's Policy on Cheating and Plagiarism

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

A. Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
B. Fabrication: Intentional falsification of information or citation in an academic exercise.
C. Plagiarism: Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.
D. Facilitation of Academic Dishonesty: Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

The procedures for cases involving allegations of academic dishonesty are:

1. Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head, and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction.

2. The department head or graduate program director will meet with the student to inform him/her orally and in writing of the charge and the sanction imposed by the instructor within 10 calendar days of written notice from the instructor. Prior to this meeting, the department head will contact the Office of Student Judicial Affairs to establish if the student has any record of a prior academic dishonesty offense. If there is a record of a prior academic dishonesty offense, the matter must be referred directly to the Office of Student Judicial Affairs. In instances where a program does not have a department head or graduate program director, the Dean or Associate Dean of the college will assume the duties of department head for cases of academic dishonesty.

3. If the case is a first offense, the student can choose to accept the charge and sanction from the instructor by signing a Mutual Agreement with the department head or graduate program director or can choose to have a hearing with the Academic Integrity Board. Within 10 calendar days of the meeting with the student, the department head or graduate program director will 1) report the student’s choice of action in writing to the Office of Student Judicial Affairs, 2) file a copy of the Mutual Agreement (when applicable) with the Office of Judicial Affairs, and 3) inform the student of the sanction or sanctions to be imposed under the Mutual Agreement or inform the student of the procedure for requesting a hearing with the Academic Integrity Board if the Mutual Agreement is not accepted. Mutual Agreements are final agreements not subject to further review or appeal.
4. In instances of second offenses, or when the student chooses a hearing, the Office of Student Judicial Affairs will meet with the student to provide an orientation to the hearing process and to schedule a date no less than 10 and no more than 15 calendar days from the meeting for the hearing. The student can waive minimum notice of a hearing; however, extensions are at the sole discretion of the Office of Student Judicial Affairs. Should the student choose not to attend his/her orientation meeting, a hearing date will be assigned to the student.

5. The hearing procedures will follow the same format as stated in the Code of Student Conduct (Article V.A.5). The hearing body (Academic Integrity Board) will consist of 2 students from the Student Judicial Affairs Student Hearing Board and 3 faculty members. The faculty fellow for academic integrity will be one of the faculty members and will serve as the chair. The other two faculty members will be chosen by the Director of Student Judicial Affairs from a pool of eight faculty hearing officers. Each academic year, each college dean will appoint two faculty members from the college to comprise the pool of eight faculty hearing officers. Hearings will be held in a student’s absence when a student fails to attend the hearing for any reason. The hearing body may impose any sanctions as outlined in Article V.B. in the Code of Student Conduct. Students given a sanction of probation for academic dishonesty will remain on probation at Western Carolina University until graduation.

6. Following a decision from the Academic Integrity Board, the Office of Judicial Affairs will inform the student of the sanction or sanctions to be imposed upon them and of their right to file an appeal with the University Academic Problems Committee. The appeal is limited to those rules and procedures expressly mentioned in the Code of Student Conduct (Article V.D.2) and is limited to the existing record. If the student does not file an appeal with the University Academic Problems Committee within 5 calendar days, the sanction or sanctions from the Academic Integrity Board will be imposed. The decision of the Academic Problems Committee may be appealed to the Vice Chancellor for Student Affairs. Any decision of the Vice Chancellor for Student Affairs may be appealed to the Chancellor.

7. Upon final resolution of a case involving suspension or expulsion, the Director of Student Judicial Affairs will inform the appropriate dean, department head, and the administrator in the One Stop Office who is responsible for University Withdrawals of the sanction. An act of academic dishonesty, including a first offense, may place the student in jeopardy of suspension from the university. A repeated violation or more serious first offense may result in expulsion. Disciplinary records for any act of academic dishonesty are retained by the Office of Student Judicial Affairs for at least five years from the date of final adjudication. These records are available to prospective employers and other educational institutions in accordance with federal regulations.
HIST 545-01: CHEROKEE HISTORY
Fall Semester 2011
McKee 214: MWF: 2:35-3:25 p.m.

Course Goals:
This course will examine the history of the Cherokees. The course will satisfy a portion of the upper-level electives requirement in American history for the history and history/social science education majors. It also contributes to the Cherokee Studies minor. The class will help students to:

- Understand the overview of Cherokee history from pre-European contact to present.
- Learn about Cherokee society and culture and the forces that shaped its changes, including European contact, wars, trade, diplomacy, and colonization.
- Recognize the complexity of American expansion in the Southeast and the Cherokee responses.
- Understand Cherokee persistence in the Southeast and the larger United States.
- Improve their skills at primary document analysis.
- Improve their ability to form and support historical arguments, both written and oral, while improving critical thinking, reading comprehension, and writing skills.

Required Texts:
Tyler Boulware, Deconstructing the Cherokee Nation: Town, Region, and Nation, 2011.

In addition, students will be responsible for all class hand-outs, extra-readings, films, and lectures.

Student Requirements:
Students are to attend every class meeting. Your class participation will be graded, and obviously, you can’t participate if not present. Missed class meetings will result in low participation grades, which will, in turn, seriously undermine your grade for the semester. SO, SHOW UP. Participate in class discussion, keep up with reading materials and turn all assignments in on time. Read all assigned material before you arrive to class. It is impossible to derive full benefit from this class without regular and active reading and classroom participation. If I feel that you come to class repeatedly unprepared, I retain the right to ask you to leave to go finish your reading before you return. I do not tolerate napping, reading or studying for other courses, or any other inappropriate actions that deny me your full attention. If I do not have that, I retain the right to ask you to leave the classroom. Disruptive behavior will not be tolerated, including repeatedly arriving late, persistent talking out of turn, distracting talking, cell phone* or other electronic device use* (in fact, these should not be accessible during class time), including laptops* (unless you have a special need), refusal to comply with reasonable instructor directions, insulting language or gestures, or any verbal or physical threats. Any offenders will face WCU policy for dealing with disruptive students.

* If you use your e-devices, I will lower your participation grade substantially. If the disruption continues, I will ask you to withdraw from the class.

E-Mail and Telephone Communications
WCU e-mail will be our official form of communication. It is imperative that students regularly check their e-mail accounts for communications about the course. Use HIST 545-01 as your subject heading to prevent deletion. E-mail or the telephone cannot be used to discuss grades. If the nature of a student e-mail is too complex to answer electronically, you will be asked to come during office hours or to make an appointment at a mutually convenient time.
Grades:

<table>
<thead>
<tr>
<th>Class Requirement</th>
<th>Points Available</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Group Participation</td>
<td>200</td>
<td>Cumulative</td>
</tr>
<tr>
<td>Reading Quizzes (5 @ 30pnts.ea.)</td>
<td>150</td>
<td>Sept. 2, 14, 28; Oct. 12; Nov. 14</td>
</tr>
<tr>
<td>Book Review</td>
<td>200</td>
<td>Nov. 4</td>
</tr>
<tr>
<td>Midterm</td>
<td>100</td>
<td>Oct. 21</td>
</tr>
<tr>
<td>Historiography</td>
<td>200</td>
<td>Nov. 21</td>
</tr>
<tr>
<td>Final Exam</td>
<td>150</td>
<td>Dec. 15</td>
</tr>
</tbody>
</table>

1000-900 = A
899-800 = B
799-700 = C
699-600 = D
599- 0 = F

**Exams** can include fill-in-the-blanks, short answers, and essay(s). The final will focus on material since the last exam.

**Reading Assignments:**

Reading assignments must be completed before the assigned class period. Some weeks have a heavier load than others, so be sure to look ahead and leave adequate time for reading. You should bring the reading (or your notes) to class. Note that some of the readings take the form of documents and essays, which you will access through BlackBoard or I will provide as a handout.

**Book Review:**

You will choose one of the texts assigned for the course and write a 750-word book review. If you are not sure how to format a professional review, see me. This is worth 200 points and is due on or before November 4. For every day late, I will deduct 20 points.

**Historiography:**

You will research and write a historiographic paper on an approved topic. Each must be 15-18 pages, 12-point font, and double-spaced. **I do not accept electronic submissions.** All projects are due on or before November 21. For every day late, I will deduct 50 points. These must include:
1) Title centered.
2) Introduction, main body of text, and conclusion.
3) Your name flush with left margin, single-space, HIST 545-01.
4) Bibliography.
5) Of course, you will include Turabian style for your footnote citations and bibliography. If you are not a history major or minor, see me.

**Discussions:**

Participation grade will count for 200 points for the semester. Of course, this means that good attendance can only improve your participation grade. It is imperative that grad students NOT miss class except in cases of extreme emergency. Questions will not necessarily have concrete right or wrong answers but will be designed to encourage students to critically think. The class will respect all opinions expressed. In addition, you should be fully prepared for book discussions and bring your readings or notes on those days.
Accommodations for Students with Disabilities:
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office’s website: http://www.wcu.edu/12789.asp

Academic Honesty
Academic dishonesty is a serious offense. Cheating, forged excuses, or plagiarism will result in disciplinary action, which can range from a lowered grade to failing the course. Students should become familiar with the policies regarding academic dishonesty by going online at http://www.wcu.edu/26163.asp, which includes:

1. Cheating. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication. Falsification or invention of information or citation in an academic exercise.
3. Plagiarism. Representing the words or ideas of someone else as one's own in an academic exercise.
4. Facilitation of Academic Dishonesty. Helping or attempting to help someone else to commit an act of academic dishonesty, such as allowing another to copy information during an examination or other academic exercise.

It is very important to understand plagiarism when working on any writing assignment. I will gladly assist any student who is unclear about what constitutes plagiarism. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the student code of conduct http://www.wcu.edu/24861.asp.

Withdrawal
The last date students are allowed to withdraw from courses without penalty is November 4, 2011.

The Writing and Learning Commons (WaLC) seeks to enhance the academic environment and raise the level of academic discourse at WCU by providing tutoring, academic skills consultations, workshops, online learning resources, and faculty consultations. Writing Assistants collaborate with students from all classes and majors at every stage of the writing process, from brainstorming and prewriting to drafting and revising. Course tutors facilitate collaborative group sessions and offer strategies for effective study and efficient time management. Call 227-7197 for writing appointments and 227-2274 for course tutoring. Visit the website, http://walc.wcu.edu, for additional learning and writing resources, hours of operation, and appointment information. All consultations and tutoring sessions take place in 30 Hunter Library. Distance students should use Smarthinking, an online tutoring service available via Blackboard, and WaLC’s online resources.

Make-Up Examinations
1. Only students with university excused absences will be allowed to take make-up exams.
2. The following are considered excused absences: illness of the student, serious illness or death of a student's immediate family member, participation in University-sponsored activities (with appropriate official notification no later than one week after the absence), religious holidays, military orders to report for duty, subpoena for court appearances or other special circumstances. In the event you miss an exam, you must present a written cause of absence, including the phone number of the appropriate person for me to contact in order to verify the information provided. I will keep a copy.
3. It is the responsibility of the student to provide written verification of excused absence as well as to contact me to arrange a make-up exam. I will not contact you regarding missed work.
4. As a general rule, make-up tests must be taken within one week of the missed date.
Other Deadlines
Except for exceptional circumstances or excused absence as listed above, there are NO EXTENSIONS on deadlines for papers and other required coursework.

LECTURE AND READING SCHEDULE

Mon 8/22  Introduction  
GRAD STUDENTS: BEGIN READING BOULWARE.

Wed 8/24  Landscape and Origins  


Mon 8/29  Kinship and Community  
LECTURE: Defining Community.


READING QUIZ #1

Mon 9/5  LABOR DAY: NO CLASSES

Wed 9/7  Religion  
LECTURE: Alexander Long and the Payne-Butrick Manuscript  

Fri 9/9  FIRST GRAD STUDENT MEETING (Boulware, Chs. 1-3)

Mon 9/12  European Contact and Colonization  
HANDOUT: Map, Cherokee Country, 1730.

READING QUIZ #2

Fri 9/16  READING: Dowd: “Insidious Friends’: Gift Giving and the Cherokee-British Alliance in the Seven Years’ War,” in *Contact Points: American Frontiers from the Mohawk Valley to the Mississippi, 1750-1800*, 114-150.  
HANDOUT: Map, Cherokee Country during the Seven Years’ War.

Mon 9/19  READING HANDOUTS: Adair & Timberlake


Mon 9/26  Revolutions in the Cherokee Country  
SHOULD HAVE FINISHED BOULWARE  
BEGIN READING MILES AND THEN YARBROUGH  
**READING QUIZ #3 on Boulware Readings 9/26 and 9/28**

Fri 9/30  LECTURE:  Chickamauga Resistance

Mon 10/3  Cherokee in the Creek War  
**NO CLASS:**  READING: MILES

Wed 10/5  **DOCUMENTARY:**  BATTLE OF HORSESHOE BEND


Mon 10/10  Cherokee Republic  

**READING QUIZ #4**

Fri 10/14  **FALL BREAK:**  NO CLASSES

Mon 10/17  **FALL BREAK:**  NO CLASSES

**SECOND GRAD STUDENT MEETING** (Miles)

Fri 10/21  MIDTERM EXAM

Mon 10/24  Resistance to Removal  
**HANDOUT:**  TBA  

Wed 10/26  **LECTURE:**  Cherokee Court Cases


Mon 10/31  Removal  
**READING:**  Anderson: Thornton, “Demography of the Trail of Tears Period,” 75-95.

Wed 11/2  **ADVISING DAY:**  NO CLASSES

Fri 11/4  **LAST DAY TO WITHDRAW**  
**BOOK REVIEW DUE**  

Mon 11/7  After Removal  
**READING:**  King: Reed, “Postremoval Factionalism in the Cherokee Nation,” in Cherokee Indian Nation: A Troubled History, 148-163.


Mon 11/14  Civil War  
**READING QUIZ #5**
Wed 11/16  **Allotment Woes and the Indian New Deal**  

Fri 11/18  **Cherokee Freedmen**  
*READING:*  Yarbrough, “The Cherokee Freedmen’s Story,” in *Race and the Cherokee Nation*, 93-111.

Mon 11/21  **ALL HISTORIOGRAPHIC PAPERS DUE**  
Undergrads: Meet to turn in papers only  
**THIRD GRAD STUDENT MEETING** (Yarbrough)

Wed 11/23  **THANKSGIVING BREAK:**  NO CLASSES

Fri 11/25  **THANKSGIVING BREAK:**  NO CLASSES

Mon 11/28  **United Keetowah Band**  
*READING:*  Murray Commentary, 1-2.

Wed 11/30  **Eastern Band of Cherokee Indians**  

Fri 12/2  **Tourism**  
*LECTURE:*  The “Disneyfication” of Cherokee

Mon 12/5  **Gaming**  

Wed 12/7  **Sovereignty**  
*CLASS DISCUSSION*

Fri 12/9  **Revitalization**  
*CLASS DISCUSSION*  
**Review for Final Exam**  
**LAST DAY OF CLASS**

**FINAL EXAM:** If you have an A in the class, you are exempt from the final exam. Otherwise, you are required to take the exam on Thursday, December 15, 2011 from 8:30-11am.
The era popularly known as “the sixties” poses interesting questions for the historian, some of which we will explore in this class. Why have the sixties, more than most other decades, sparked such interest and passion among widely disparate publics? What distinguishes the sixties from other eras? When did the sixties begin and end, and what constitutes the era’s greatest legacies? Were the 60s revolutionary, as many claimed at the time, or evolutionary? An aberrant time in American history, or seamlessly welded into our national story?

Course Objectives: In addition to the usual goals of a history course—development of reading, writing, and oral communication skills, honing of critical skills on both primary sources and secondary interpretations—this class emphasizes several key themes:

--the cresting and gradual waning of Cold War influences on domestic and foreign policy
--changes in ideas about race, ethnicity, gender, and sexuality
--the impact of what is today loosely known as “globalization”

Course Organization: A chronological course offering such as this seems to cry out for a chronological layout. The main secondary text for this class follows this imperative, and tentatively, not entirely happily, so will we. As you will note from the scheduled readings below, I have attempted a roughly topical approach crammed into a generally chronological framework. We will used Douglas T. Miller’s On Our Own: Americans in the Sixties as our “textbook,” supplemented by the oral history interviews in From Camelot to Kent State: The Sixties Experience in the Words of Those Who Lived It, edited by Joan Morrison and Robert Morrison, and the memoir of Vietnam war veteran Philip Caputo, A Rumor of War. We will also use some of the primary sources from The Sixties Project, found at http://www2.virginia.edu/sixties/HTML_docs/Resources/Primary.html and a few excerpts from longer works on electronic reserve via Hunter Library.

Most days you will have reading assignments to complete before class meets. Some days will have heavier reading assignments than others, so keep up and get ahead, if possible. I encourage you to take notes on your readings, both to enhance your memory and to provide support for in-class quizzes. Class meetings will mix lecture, discussion, small-group work, and short writing assignments. Because this class is so truncated, due to the summer school schedule, we will write book/article reviews (two) and a take-home final essay as the key works to be evaluated. Each book review will account for 20% of your grade. The final essay will be worth 30%, with the final 30% of your grade coming from in-class work (quizzes, writings, participation). Note that this grading scheme places a premium on active, prepared, class participation.
Grad students: You will have the same written assignments as the undergraduates, but will have more readings, including three additional books—Radio Free Dixie, by Timothy Tyson; Why the North Won the Vietnam War, by Marc Jason Gilbert, ed., and Long Time Gone, Alexander Bloom, ed., and half a dozen scholarly articles. All articles are available through J-STOR.

June 2: Introduction (no reading)
June 3: Postwar America (OOO, chs. 1-2; Grads, Bloom, Introduction)
June 4: The Myth of Camelot (OOO, ch. 3; Wofford, Montforts and Wiley in CTKS)
June 5: The Racial Revolution Gathers Force (OOO, Ch. 4; Grads: M. J. Heale, “The Sixties in History: A Review of the Political Historiography,” Reviews in American History, 33:1 (March 2005); 133-152; Bond article in Bloom)

June 8: Civil Rights Myths, Civil Rights Truths (Raymond Hubbard, “Deep In the Heart,” e-reserve; grads: Radio Free Dixie, entire book) Grads review of Tyson due
June 10: Students and the CRM (Lewis, Bolden, Zellner in CTKS; grads: Breines and Miller articles in Bloom)
June 11: Radical, Liberal, and Conservative Racial Ideologies in Action (OOO, ch. 5; Black Panther Party Platform and Rules, both on The Sixties Project website; Cleaver in CTKS; grads; Wicker article in Bloom)

June 15: The Vietnam Era in Foreign Policy (OOO, ch. 6; grads, Appy and Bloom article in Bloom)
June 16: War Stories (OOO, ch. 7; Hoagland, Baker, Simon, Mahoney, Wilson, Friedman, the Moores, Sampol in CTKS)
June 17: The Antwwar Movement (O’Connor, Carlebach, Coffin, Miller, Matesewitch, Brill, Knight, Hawk and Libby, Berrigan, McAlister, McNamara in CTKS; grads, Wells article in Bloom)
June 18: A Soldier’s War (Caputo, entire book) Reviews due—UG’s on Caputo

June 22: The Cold War Two-Step (OOO, ch. 9; grads: Why the North Won the Vietnam War, entire book) Grads review on article from Gilbert book due
June 23: Feminisms I (OOO, ch. 11; Gorrell, Ferrin, Popkin, Anderson and Laurie in CTKS; grads, Evans article in Bloom)

**June 25: Student Movements** (Weinberg, Ross, Goldwasser, O’Connell, Tom Jones, Whitfield, Smalls, Ranum, Bibberman, Oglesby, Jeff Jones and Ayers in CTKS)

**June 26: Countercultures** (Zapator, Malcolm, Compton, DeGennaro, Hoffman, Forman, in CTKS; grads, Melton article in Bloom) UG’s **review of Morrison and Morrison segment due**


**July 2: Take home exams due in class**; discussion of said exams and minor celebration
History 450-550: War and Memory  
Summer Session I: June 1-July 1, 2010  
Dr. Gael Graham 203A McKee Office Hours: 2 hours before class and by appointment  
Office Phone: 227-3865  Home Phone: 293-3232  Email: graham@email.wcu.edu

Course Objectives: Wars are among the most compelling subjects in history, and the memories of wars shape not only how the next war is fought but how the citizens of any nation think about themselves, their character, and their national purpose. In this course, we will consider wars fought by the United States from the Spanish-American-Cuban-Filipino War of 1898-1903 to the current wars being waged in Afghanistan and Iraq. In addition to considering such traditional questions such as the causes and nature of specific wars and the relationship of the homefront to the battlefield, we will also examine the difference between individual and collective memory, state commemoration and memorials (or in a couple of cases, state and public amnesia) and the conflict between the desire to celebrate warfare as heroic and to mourn it as tragic. We will also look at how public memory of wars is shaped and what agents do the shaping.

Course Structure: This course will mix lecture (minimal), discussion, small group work, and movie analysis. There will be one midterm, a final, and an analytical paper. Graduate students will add one book review. Instructions on these assignments will be provided separately.

Grading: The midterm and paper will each be worth 25% of your grade, and the final 30%. The final 20% will come from attendance, participation, and group leadership. Each student will be required to act as group leader for a specific small group task or discussion; your job on that day will be to effectively lead your group in completing the task, and then reporting the group’s findings to the rest of the class—acting as a liaison between the small group and the larger class. We will establish norms of leadership and membership early in the semester and I will use these to evaluate participation as a whole. Note that since this course is severely abbreviated (5 weeks instead of 16), more than 2 absences will hurt your grade. If you know in advance that you will miss more than two classes, please consult with me immediately.

Communication: I will communicate with the class via email, using your WCU email account. Remember to check it. Each student is entitled to one paper copy of most assignments and instructions (exception: I will only email you the midterm and final exam questions); after that you will need to download your own copy. I will email all instructions and exam questions to the class. Please save these in whatever manner seems best to you, and do not harass me to resend items. If you are not receiving the class emails, let me know ASAP.

Required Books: [Note that none of these is a rental text since book rental policies hinder flexibility in teaching this course. I’m sure you all know how to find the cheapest books on-line.]
For undergraduates:
*Double Victory*, Ronald Takaki
*Myth and the Greatest Generation*, Kenneth D. Rose
*The Things They Carried*, Tim O'Brien

For graduates: All of the above books, and
*The Korean War*, Steven Lee Hughes

**Week One**
**June 1:** Introduction/the Spamcufi War (no reading for this class but begin reading Takaki and Rose at once, especially if you read slowly)


**June 3:** The Great War/Modern War (Reading: David Kennedy, *Over Here: The First World War*, pp. 52-75)


**Week Two**
**June 7:** Division and Memory (read on-line three poems: “I Sing of Olaf Glad and Big,” by e. e. cummings, “If We Must Die,” by Claude McKay, and “Dulce et Decorum Est,” by Wilfred Owen. If you google the titles, they’ll come right up.)

**June 8:** War is Hell and Makes No Sense (movie, no reading, but work on Takaki)

**June 9:** Interregnum (no reading, work on Takaki; maybe begin Rose)

**June 10:** The Second World War in a Rainbow Hue (Reading: Takaki, chapters 1-6)

**June 11:** War, Internment, Holocaust (Reading: Takaki, chapter 7-9)

**Week Three**
**June 14:** War and Good War (Reading: Rose, parts I and II)

**June 15:** War, Culture, Legacies (Reading: Rose, parts III and IV)

**June 16:** Hollywood's War (movie; no reading)

**June 17:** Midterm exam—1st hour exam; War in Korea [second hour; no reading]


**Week Four**
**June 21:** Korea: A War to Forget (Marilyn Young,”Korea: The Post-War War,” *History Workshop Journal*, No. 51 (Spring 2001): 112-126, J-STOR; grads finish the Lee book)
June 22: The Understated War (movie, no reading)
June 25: Vietnam in film—analytical papers due

July 1: Final Exam
HIST 552
American Diplomatic History

Instructor: Alex Macaulay
Office: 204A McKee
Phone: 227-3497
email: macaulay@email.wcu.edu
Office Hours: Monday 9:00-11:00 AM
Tuesday, 2:00-5:00 PM
and by appointment

Rental Text:
Dennis Merrill and Thomas Paterson, Major Problems in American Foreign Relations, Concise Edition

Required Supplemental Texts:
James H. Merrell, Into the American Woods
Kristin Hoganson, Fighting for American Manhood
Mary L. Dudziak, Cold War Civil Rights
David Farber, Taken Hostage

Course Description:
Many people view diplomatic history as the study of dead (or at least old) white guys. Although deserved in some cases, this reputation perpetuates a tendency to depict major developments in American foreign relations as the work of select individuals who impose their own beliefs, goals and ideals on the rest of the nation. In this class, though, we will link foreign and domestic concerns, demonstrating that the men and women who formulate our international policies fall subject to the same intellectual, cultural, economic and political forces shaping American society as a whole.

Although we know the outcome of most of these international negotiations (Napoleon sold Louisiana, the Berlin Wall came down), we need to remember that these outcomes were not inevitable. When we revisit diplomatic debates and confrontations in class, keep in mind that the end results could have been different had one side or the other employed a different argument or strategy. Therefore, when we look back and try to recreate these events, keep an eye out for innovative policies or approaches that might have reshaped our nation’s history.

Course Requirements and Expectations:
CLASS PARTICIPATION: A major emphasis in the class will be on discussion. Therefore, you are required to come to class ready to critically examine the readings and sources under consideration. Your participation grade will be determined by the
quality, not just the quantity, of your contributions to the class. Much of the class will revolve around discussions of the weekly readings, so it is crucial that you come to class ready to talk about the assigned material.

ATTENDANCE: You are required to attend class and this will factor into your overall participation grade. As graduate students, I do not expect you to miss class without checking with me first to explain your absence and make up what you will miss that day. If you do miss class for an unexcused reason, you will be required to write a historiographical paper on the subject matter we covered in class. Take my word, it will be easier on us both for you not to miss class.

Course Assignments and Grades:

First the good news, you will not have to take a midterm or a final. There are few benefits to graduate school, but one of them is that you no longer have to cram for exams in every class.

The bad part of graduate school is that you are expected to work harder than undergrads. You must attend class, you will write five book reviews, a 10 to 12 page historiographical paper, and a final, 20 to 25 page original research paper.

For the book reviews, I will hold you to higher analytical and stylistic standards than I hold the rest of the class. I expect your work to be well-written, well-argued, and thoughtful. All three of these criteria are important. You might be a wonderfully deep thinker, but unless you can present your ideas clearly and forcefully, your effectiveness is compromised. Your book reviews will be on the three books assigned to the class plus two more that you choose from the supplied list of readings. The due dates for the two extra reviews are March 10 and April 12.

I expect your research paper to be grounded in primary research, but it must also be relevant to historiographical debates found in secondary works. Your historiographical paper therefore should consist of at least 6 books and three articles relevant to your larger research project. I will be as flexible as possible concerning topics, but we need to meet fairly early on in the semester to talk about an acceptable subject.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You may also visit the office’s website: http://www.wcu.edu/12789.asp
CLASS SCHEDULE – Weekly readings should be read by the first class meeting of the week.

Week One (January 11 and 13)
Introduction
READINGS: Major Problems, Akira Iriye, “The Importance of Culture”;
Laura McEnaney, “Gender Analysis and Foreign Relations”;
Michael H. Hunt, “The Racial Hierarchy”;
J. Garry Clifford, “Bureaucratic Politics and Policy Outcomes”

Week Two (January 18 and 20) - From Dependence to Independence: Colonial and Revolutionary Diplomacy
READINGS: Major Problems, Chapter Two

Week Three (January 25 and 27) - New Nation, New Government, New Problems

January 27 - Turn in review of Merrell’s Into The American Woods

Week Four (February 1 and 3) – Ambivalent Isolationism: Mr. Madison’s War and Mr. Monroe’s Doctrine
READINGS: Major Problems, Chapter Four, pp. 93-99 and 106-114;
Major Problems, Chapter Five

Week Five (February 8 and 10) – Let’s Mess With Texas
READINGS: Major Problems, Chapter Six

Week Six (February 15 and 17) – Flexing Our Imperial Muscles
READINGS: Major Problems, Chapter Seven, pp. 163-175

February 17 - Turn in Review of Hoganson’s Fighting for American Manhood

Week Seven (February 24) – NO CLASS

Week Eight (March 1 and 3) – Myrtle Beach and the Diplomacy of Spring Break

Week Nine (March 8 and 10) – Making the World Safe for Democracy
READINGS: Major Problems, Chapter Eight

BOOK REVIEW DUE ON MARCH 10

Week Ten (March 15 and 17) - World War II: Fighting With Our Allies
READINGS: Major Problems, Chapter Nine
Week Eleven (March 22 and 24) – “Scare hell out of ‘em”: Cold War Diplomacy at Home and Abroad
  **READINGS**: *Major Problems*, Chapter Ten

**March 24 – Historiographical Paper Due**

Week Twelve (March 29 and 31) – Passing the Torch: “New Frontiers” of US Diplomacy
  **READINGS**: *Major Problems*, Chapter Eleven, pp. 324-338;
  *Major Problems*, Chapter Twelve, pp. 386-409

March 31 - **Turn in Review of Dudziak’s *Cold War Civil Rights***

Week Thirteen (April 5 and 7) – “Peace With Honor”?: Vietnam
  **READINGS**: *Major Problems*, Chapter Thirteen

Week Fourteen (April 12 and 14) –
  **FILM**: Fog of War

**BOOK REVIEW DUE ON APRIL 12**

Week Fifteen (April 19) – From Détente to the “Evil Empire”
  **READINGS**: *Major Problems*, Chapter Fourteen

Week Sixteen (April 26 and 28) – “Why Do They Hate Us?”: American Diplomacy in the 21st Century
  **READINGS**: *Major Problems*, Chapter Fifteen and David Farber’s *Taken Hostage*
Welcome to History 454/554, American Military History! This course explores the relationship between war and American society since the colonial period.

Course Objectives: At the end of the course, you will:

a. Understand war as a causal force in American history.
b. Understand the social, political, and economic ramifications of war.
c. Understand the major historiographical schools of American military history.
d. Understand the development of strategy, tactics, and doctrine in American military history.
e. Understand the effects of technology on war fighting.

Class Presentation: This course will investigate American military history through lectures, class discussions, films, and outside readings.

Class Participation: I expect you to participate in class. Moreover, I expect you to prepare for class by reading the assignments, and coming to class ready to discuss them. If you repeatedly come to class unprepared, I reserve the right to ask you to leave. You will be graded on your contributions to class discussions, as well as the appropriateness and quality of those contributions. In this class, everyone has the right to state your views and the responsibility to respect the views of others. Comments that are inappropriate (We’re all adults. We know what is and what is not appropriate in a classroom setting) will not be tolerated. Likewise, your comments should focus on the subject being discussed, and not digress into things further afield.

Books:
Allan Millett and Peter Maslowshi, For the Common Defense (Rental Text)
John Whiteclay Chambers II and G. Kurt Piehler, *Major Problems in American Military History*
Mark Bowden, *Black Hawk Down*
Walter Lord, *Incredible Victory: The Battle of Midway*
Harold Moore, *We Were Soldiers Once ...and Young*
Stephen Sears, *Landscape Turned Red*

**Book Reviews:** You will read and review four supplementary books (Bowden, Lord, Moore and Sears). These reviews will be no longer than 750 words (approximately 3 pages), and must conform to generally accepted standards for professional book reviews. That means they must strike a balance between summarizing the book’s content, analyzing the author’s argument, and assessing the book’s general readability and importance. If you disagree with the author’s thesis, say so! Your challenge is to take these authors to task by giving them each a thorough critique. Attached is a sample book review from the *Journal of Southern History* to give you an example of the type of review I am looking for.

**Research Paper:** See separate sheet.

**Late Papers:** Papers are due on the date listed on this syllabus. You will be penalized 20 points for each day the work is late. Late is defined as after class begins on the due date. Emergency exceptions will be handled on a case-by-case basis.

**Exams:** There will be a midterm and a final in this course. Exams will be essay in format and the final will be comprehensive. These exams will require you to use material from class discussions, outside readings, and lectures together with your own critical thinking and interpretative skills. There will be no make-up exams unless approved by me in advance. Emergencies will be handled on a case-by-case basis.

**Response Papers:** Periodically, I will pose a question to the class based on the readings in the *Major Problems* text. I will expect you to craft a written response in class based on the readings, using your own analytical and interpretative skills. If you take notes on the readings, you may use them for the response papers. You may not use the text itself. We will have at least five throughout the semester, and these cannot be made up.

**Graduate Students:** Graduate students have a separate grading scale and additional course requirements. See the graduate student supplement to this syllabus.

**Final Exam:** 6 May 2002

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Review 1</td>
<td>100</td>
</tr>
<tr>
<td>Book Review 2</td>
<td>100</td>
</tr>
<tr>
<td>Book Review 3</td>
<td>100</td>
</tr>
<tr>
<td>Book Review 4</td>
<td>100</td>
</tr>
<tr>
<td>Midterm</td>
<td>100</td>
</tr>
<tr>
<td>Final</td>
<td>100</td>
</tr>
<tr>
<td>Response Papers</td>
<td>100 (5 x 20 Points Each)</td>
</tr>
</tbody>
</table>
Research Paper - 200
Participation - 100

1000 total points

**Grading Scale:** The grading scale is based on total points. I reserve the right to adjust grades upward as much as 30 points to reward outstanding improvement, performance, or contributions to class discussions.

- **A** = 940-1000
- **A-** = 900-939
- **B+** = 870-899
- **B** = 840-869
- **B-** = 800-839
- **C+** = 770-799
- **C** = 740-769
- **C-** = 700-739
- **D+** = 670-699
- **D** = 640-669
- **D-** = 600-639
- **F** = Below 600

**Attendance:** I expect you to attend class. Class discussion and participation are fundamental aspects of this course, and you cannot be successful if you do not attend. I reserve the right to reduce your participation grade 20 points for each hour absence in excess of three class hours.

**Academic Dishonesty:** Academic dishonesty in any form will not be tolerated. Cases will be handled in accordance with University policy. See the Student Handbook for more information. If you have questions about what constitutes academic dishonesty, see me.

**Special Accommodations:** Students requiring special accommodations should visit Student Support Services for a referral. I will arrange all necessary accommodations.

**Class Schedule**

*14 January 2002*

Course Introduction  
War and Society  
Principles of War  

*21 January 2002*

No Classes Meet – MLK Holiday

*28 January 2002 – Origins of the American Military Tradition; Colonies in Conflict*
Millet and Maslowski, Chapter 1
*Major Problems*, Chapters 1 & 2

- a. What set the American military tradition apart?
- b. How did colonial society shape early military history?

4 February 2002 – *The American Revolution*

Millet and Maslowski, Chapter 2
*Major Problems*, Chapters 3

- a. How did colonial conflicts shape the coming of the Revolution?
- b. Was Washington a good military leader?
- c. Why did soldiers enlist in the Continental Army?

**Paper Topics and Preliminary Bibliographies Due**

11 February 2002 – *Wars of the New Nation*

Millet and Maslowski, Chapter 4
*Major Problems*, Chapters 4

- a. How did the concept of limited war shape early American conflicts?
- b. How did early Americans feel about a large standing army?
- c. In what ways was the War of 1812 important to America and its military institutions?

18 February 2002 – *War and Manifest Destiny*

Millet and Maslowski, Chapter 5
*Major Problems*, Chapter 5

- a. What is manifest destiny?
- b. How did Jacksonian democracy shape the military?
- c. What did the war with Mexico mean for the nation?

**Final Bibliographies Due**

25 February 2002 – *The Civil War*

Millet and Maslowski, Chapter 6 & 7
*Major Problems*, Chapter 6

- a. Was the Civil War a modern war?
- b. Was the Civil War a total war?
- c. Of Grant, Sherman, or Lee, which best understood what was required for their respective sides to win the war?
Review of Sears, *Landscape Turned Red Due*

4 March 2002 – *Reconstruction and War on the Great Plains*

Millet and Maslowski, Chapter 8
*Major Problems*, Chapter 7

a. What was the underlying strategy for the Indian Wars from the United States’ perspective?
   b. In what ways did the military shape Reconstruction policy?

*Midterm Exam*

11 March 2002 – *Spring Break*

18 March 2002 – *Modernization and the Wars of Empire*

Millet and Maslowski, Chapters 9 & 10
*Major Problems*, Chapter 8

a. What were the principles that guided American strategic thinking during the late nineteenth century?
   b. What was the military’s role in empire building?
   c. Does this period reflect continuity or change in American military thinking?

25 March 2002 – *World War and Lessons Learned*

Millet and Maslowski, Chapters 11 & 12
*Major Problems*, Chapter 9 & 10

a. What were the American strategic goals during the First World War?
   b. How did the Americans approach coalition warfare?
   c. How successful was their approach?
   d. What lessons did the First World War offer American military and civilian leaders?

*Research Paper Due*

3 April 2002 – *World War II (Wednesday)*

Millet and Maslowski, Chapters 13 & 14
*Major Problems*, Chapter 11 & 12

a. What were the American strategic goals during the Second World War?
   b. How did the Americans approach coalition warfare?
   c. What conventional innovations aided American victory?
d. Was World War II a total war?
e. Were nuclear weapons necessary for the defeat of Japan?

**Review of Lord, Midway The Incredible Victory Due**

8 April 2002 – *The Cold War and American Society*

Millet and Maslowski, Chapter 15 & 16
*Major Problems*, Chapter 13

a. How did the Korean War reflect the tensions of the Cold War?
b. What did the Cold War do to alter American society?
c. Was the Cold War a war in the literal sense?

15 April 2002 – *Vietnam*

Millet and Maslowski, Chapter 17
*Major Problems*, Chapter 14

a. What were America’s strategic goals for the Vietnam War?
b. What made the Vietnam War different than other American conflicts?
c. What lessons did the war offer military and civilian leaders?

**Review of Moore, We Were Soldiers Once…and Young Due**

22 April 2002 – *War and American Popular Culture*

29 April 2002 – *America and War Since Vietnam*

Millet and Maslowski, Chapter 18
*Major Problems*, Chapter 15

a. How did the Vietnam experience change the American military? Social attitudes about the military?
b. What themes define the American military experience since the 1970s?

**Review of Bowden, Black Hawk Down Due**

6 May 2002

Final Exam
HIST 557
Heroes, Villains, and “America’s Team”: Sports in American History

Instructor: Alex Macaulay
e-mail: macaulay@email.wcu.edu
Office: 204A McKee
Phone Number: 227-3497
Office Hours: MWF 10 – 11 AM
MW 2:30-4:00
and by appointment

Required Texts:
Elliott J. Gorn, The Manly Art
Pamela Grundy, Learning to Win
David Remnick, King of the World
Ben Joravsky, Hoop Dreams

Course Description:

For good and ill, sports remain a prominent aspect of American life. Generations of participants, spectators, fans and critics have debated its importance, and while some have found America’s fascination with sports beneficial and admirable, other find it wasteful and appalling. Oftentimes, such attitudes are reflections of broader societal fears, hopes, prejudices and priorities. Over the next few months, we will study the development of sports in the United States, paying particular attention to its role in shaping American’s vision of themselves and their nation. With their ability to inspire and exalt, delude and infuriate, unite and divide, sports appeal to society’s best and worst instincts, and by treating these reactions as both a product of and response to larger cultural, political, and economic developments, this class will offer another way to examine class, racial, gender, and sexual tensions within society. In discussing the positive and negative impact of sports and what it has meant and continues to mean to Americans, we will explore how the nation has chosen its heroes and icons. What sports and athletes have they chosen to emulate and demonize? What does this tell us about American identity and how certain segments of the population have viewed themselves and their country?

Course Requirements and Expectations:

ATTENDANCE: You are required to attend class and this will factor into your overall participation grade. As graduate students, I do not expect you to miss class without checking with me first to explain your absence and make up what you will miss that day. Take my word, it will be easier on us both for you not to miss class.

Course Assignments and Grades:

First the good news, you will not have to take a midterm or a final. There are few benefits to graduate school, but one of them is that you no longer have to cram for exams in every class.
The bad part of graduate school is that, popular perceptions aside, you are expected to work harder than undergrads. You must attend class, you will write four book reviews, a 10 to 12 page historiographical paper, and a final, 20 to 25 page original research paper.

For the book reviews, I will hold you to higher analytical and stylistic standards than I hold the rest of the class. I expect your work to be well-written, well-argued, and thoughtful. All three of these criteria are important. You might be a wonderfully deep thinker, but unless you can present your ideas clearly and forcefully, your effectiveness is compromised.

I expect your research paper to be grounded in primary research, but it must also be relevant to historiographical debates found in secondary works. Your historiographical paper therefore should consist of at least 6 books and three articles relevant to your larger research project. I will be as flexible as possible concerning topics, but we need to meet fairly early on in the semester to talk about an acceptable subject.

A word of caution here - PROOFREAD your papers before turning them in to me. A paper full of grammatical errors and sentences lacking verbs, subjects, or vowels indicates to me that this was a hastily thrown together work that you didn’t take seriously. Football season is here and Milwaukee is still producing adult beverages, so I have plenty of other things I would rather be doing than grading papers. If I feel you didn’t put forth a solid effort, your grade will reflect the anger that accompanies extended periods of self-imposed sobriety.

3. You must complete **ALL** the assignments to pass the course. The grade breakdown is as follows:

   - Class Participation: 10%
   - Book Reviews: 40% (10% apiece)
   - Historiography Paper: 20%
   - Research Paper: 30%

**Course Schedule:** You are expected to have COMPLETED the readings by the day they are listed on the syllabus

August 20 – Introduction

August 22 – The Significance of Sports
   **READINGS:** Gorn and Oriard, “Taking Sports Seriously”

August 24 – Becoming a Sporting Nation: British and Native American Sports in the Colonial Period
   **READINGS:** James I’s “Book of Sports”
August 27 – Puritans at Play and the “Southern Ethic”

August 29 – Muscular Christians and Brawny Brahmins

READINGS: Thomas W. Higginson, “Saints and Their Bodies”;
Excerpt from Catharine Beecher, *Letters to People on Health and Happiness*

August 31 – Discussion of Gorn’s *The Manly Art*

FIRST BOOK REVIEW DUE

September 3 – NO CLASS.

September 5 – The Creation of a “National Pastime”

READINGS: Article from the *New York Sun*, June 16, 1884;
H. Addington Bruce, “Baseball and the National Life”

September 7 – “The Strenuous Life”: Sports and the Progressive Era

READINGS: “Theodore Roosevelt Examines How Sports Makes Boys Into Men, 1900”


READINGS: Excerpt from Gail Bederman’s “Remaking Manhood through Race and ‘Civilization’” from *Manliness and Civilization*:

September 12 – Child’s Play: The Playground Movement

September 14 – The Business of Football

READINGS: “Woodrow Wilson Supports Football and Its Promotion of Manliness, 1894”;

September 17 – Sports With a Mission: Basketball

September 19 – The Rise of College Athletics

READINGS: Walter Camp, “Walter Camp on Sportsmanship”;
Henry B. Needham, “The College Athlete: How Commercialism is Making Him a Professional”

September 21 – The Age of Heroes

READINGS: “The biggest man on any campus . . . ever.

September 24 – Baseball’s Tarnished Golden Age

September 26 – Homeruns and Strikeouts: The Negro Leagues

READINGS: Excerpts from interview with James “Cool Papa’ Bell

September 28 – NO CLASS
October 1 – “King Football”: The Spectacle of College Football
   **READINGS:** Richard Harding Davis, “The Thanksgiving Day Game”

October 3 – The All American Game

October 5 – “They Yell and Squall Like Savages”: The Rise of Organized Women’s Sports

October 8 – DISCUSSION of Grundy’s *Learning to Win*
   **SECOND BOOK REVIEW DUE**

October 10 – Sports and the Civil Rights Movement

October 12 – NO CLASS

October 15 – NO CLASS

October 17 – Black Power
   **HISTORIOGRAPHY PAPER DUE**

October 19 – FILM: *When We Were Kings*

October 22 – Finish *When We Were Kings*

October 24 – Discuss Remnick’s *King of the World*
   **THIRD BOOK REVIEW DUE**

October 26 – NASCAR: “The Most Southern Sport on Earth”
   **READINGS:** Tom Wolfe, “The Last American Hero”; Dan Pierce, “The Most Southern Sport on Earth”

October 29 – “A well paid slave”: Curt Flood and the Fight Over Free Agency

October 31 – Campus Crisis: Big Time College Athletics
   **READINGS:** John Shelton Reed, “Bad Sports”
November 2 – Student Athletes: Paying to Play

**READINGS:** Craig T. Greenlee, “College Athletes Deserve Some Equity”; Rod Gilmore, “College Football Players Deserve Pay for Play”

November 5 – Title IX and the Continuing Quest for Gender Equity in Sports

**READINGS:** Andrew Zimbalist, “Backlash Against Title IX: An End Run Around the Female Athletes”; Statement from Baylor University Athletic Director Grant Teaff; Statement from Attorney Ellen J. Vargyas

November 7 – “Sportscenter’s Top Ten”: Sports in the Age of TV

November 9 – 715: Records are Made to be Broken

November 12 – The Destruction of the Body: Steroids

November 14 – Everybody Gets a Trophy: Youth Sports

November 16 – Discussion of Joravsky’s *Hoop Dreams*

**FOURTH BOOK REVIEW DUE**

November 19 – Coming Out: Sexuality and Sports

**READINGS:** Gary Smith, “The Shadow Boxer”

November 21 – NO CLASS. GIVE THANKS.

November 23 – NO CLASS. REMAIN THANKFUL

November 26 – USA! USA!: The Olympics

November 28 – Sports and Community

**READINGS:** “Hoops of Nazareth”

November 30 – NO CLASS.

December 3 – Heroes, Villains and Celebrities

**READINGS:** “A Season of Shame” by Mark Starr and Allison Samuels
“Muhammad Ali: The Hero in the Age of Mass Media” by Michael Oriard

December 5 – NO CLASS. GO READ.

December 7 – TURN IN FINAL PAPERS
What is this class about? This class looks at the wars in Vietnam from the 1940s through the mid-1970s, emphasizing the period of the American War—whose dates are debatable. We will examine these wars from multiple points of view: American and Vietnamese policymakers, soldiers, and civilians. We will also try to understand the impact of these wars on local, national, and global histories.

How will I learn all this stuff? We have three assigned books. The Vietnam War, by Mitchell Hall, is a historical monograph. It is a history of the war from a single point of view. We will need to interpret it to figure out the author’s argument[s] about the war. The second book, The American War: A History in Documents, edited by Marilyn Young et al, is a history of the wars threaded together with primary documents—things people wrote, photographed, or drew during the wars. It too has a point of view, or argument, which we will examine. The final book is a book of short stories by Tim O’Brien, The Things They Carried. Read together, these stories also make an argument about the war.

What's my role? Your job is to learn the basic narrative of the war (what happened, roughly when did it happen, what were the outcomes?) while putting together your own interpretation (why did it happen this way? were other developments and outcomes possible? what lessons might we as a nation draw from this history?). You will have assigned readings to do at home, and then in class we will work with these readings, as well as other documents and images, to make sense of them. While I am always willing to explain things that are unclear in the readings, most lectures will draw in material not covered in the readings. The bulk of the class will be discussion-based. Please bring your assigned reading with you every day.

Besides reading the assignments, what do I need to do? I recommend taking notes on the two history books, since I will permit you to use notes on all class quizzes. Beyond that, come to class and participate in small group or class discussions. More than three absences may hurt your grade, especially since quizzes cannot be made up. In addition to the readings, there will be three papers, three hour-exams, and a final exam.

How will I be graded? Each hour exam and each paper is worth 10% of your grade, the final is worth 20%, and quizzes, in-class writing, and participation will be worth 20%. 90% constitutes an A, 80% a B, and so on. I only use half grades (+ or -) in the case of students who are mathematically close to the next grade AND whose quizzes and participation merit the ‘bump.’ In other words, if two students end up with 77% of the possible points and student A has missed 7 classes and done only average work on quizzes while student B missed 2 classes and did well on quizzes, student A will earn a C, while student B will earn a C+ or B-.
**How can I be sure of doing well in this class?** The class is designed to reward consistent work over the course of the semester—the tortoise rather than the hare. If you do the readings, take the notes, come to class, prepare for exams, turn in papers on time, there is no reason to do poorly. If your writing skills need work, I encourage you to seek help at the Writing Center. I will bribe students to study together for exams, and there are tutors available outside of class. I keep office hours and invite all of you to come by for a chat—about the class, about your grade, about life.

**What if my life tanks during this semester?** One of the most important things to learn in college is how to manage crises, large and small. I appreciate early notification and efforts on your part to either maintain your standing in the class or to withdraw from it.

**Other points of information:**

--You will need to buy at least the Hall and Young books immediately. Class work begins tonight. If you are waiting for student loans to come in, please make friends with someone in class who is willing to share their book with you temporarily, but make sure you buy the books as soon as possible.

--Student athletes or students with disabilities need to take care of all paperwork relating to any special considerations you require.

--I take plagiarism and cheating very seriously and will both penalize you in class and report the matter to The Authorities.

--Please help minimize disruption in the classroom by respecting each other’s comments, refraining from cell phone use (ringing or texting), using the restroom before or after class, and not consuming food during the class period.

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

**Academic Honesty**

Students should familiarize themselves with WCU’s academic honesty policy, found in your student handbook. Penalties for any form of academic dishonesty range from a zero on the assignment to a failing grade in the class, based on my assessment of the gravity of the infraction. All violations of the academic honesty policy will be reported to the department head, who may recommend reporting to the college dean or the student affairs office for further action. It is the student’s responsibility to understand what constitutes cheating or plagiarism and to ask questions of the instructor should there be any lack of clarity.

**Schedule:**

Week One
Aug. 18: Introduction (no reading)
Aug. 20: Documents: The Raw “Stuff” of History (Young, pp. 6-9; bring both the Young and Hall books to class)
Aug. 22: Vietnam: Starting Points (Young, pp. 11-18; Hall pp. 1-4)

Week Two
Aug. 25: Vietnamese Nationalism (Young, pp. 19-23; Wilson’s 14 Points, at http://wwi.lib.byu.edu/index.php/President_Wilson%27s_Fourteen_Points or simply google it)
Aug. 29: First Indochinese War (Hall, pp. 4-7; Young, pp. 25-31)

Week Three
Sept 1: LABOR DAY: NO CLASSES
Sept. 3: The Global Context, Korean War and US Response to France’s War (Young, pp. 29-36—to last sentence top of 37.)
Sept. 5: Dien Bien Phu (Young, pp. 37-39) **First Paper due in class and via e-mail**

Week Four
Sept. 8: Crossroads at Geneva (Young, 40-48)
Sept. 10: Diem’s South Vietnam (Hall, 7-13)
Sept. 12: **First Hour Exam**

Week Five
Sept. 15: The US and Diem (Young, 48-58)
Sept. 17: Diem’s Fall (Young 58-65)
Sept. 19: All the Way with LBJ (Hall, 13-17) **Second Paper due in class and via email**

Week Six
Sept. 22: Equal Parts Confidence and Unease (Young 66-72)
Sept. 24: The Gulf of Tonkin (Young 73-80)
Sept. 26: America at War (Hall, 13-38)

Week Seven
Sept 29: War, Weakness and Division (Hall, 38-41; Young 80-85)
Oct. 1: War and Antiwar (Hall. 42-46; Young, 88-95)
Oct. 3: The War in American (no reading) **Third Paper due in class and via email**

Week Eight
Oct. 6: The Soldiers’ War I (Young 96-105, stopping before “Other Voices”)
Oct. 8: **Second Hour Exam**
Oct. 10: FALL BREAK

Week Nine
Oct. 13: FALL BREAK
Oct. 15: Soldiers’ War II (O’Brien, The Things They Carried, entire book)
Oct. 17: Soldiers’ War III (Young, 105-113, beginning at “Other Voices”)


Week Ten
Oct. 20: Military Under Stress (Young 113-115 and 124-127)
Oct. 22: NO CLASS
Oct. 24: Antiwar Inside the Military (no reading) **Fourth paper due in class and via email**

Week Eleven
Oct. 27: Race and the War (Young 116-124)
Oct. 29: Tet (Hall, 46-53)
Oct. 31: My Lai (Young, 131-136)

Week Twelve
Nov. 3: Johnson Bows Out (Hall, 53-56)
Nov. 5: Enter Richard Nixon (Hall, 57-61; Young 128-131)
Nov. 7: **Third Hour Exam**

Week Thirteen
Nov. 10: The War Widens (Hall, 61-66; Young 136-139)
Nov. 12: Kent State (Young, 139-141)
Nov. 14: The US Bows Out (Hall, 67-72; Young 141-145) **Fifth paper due in class and via email**

Week Fourteen
Oct. 17: War’s End? (Hall, 73-80)
Oct. 19: War’s Costs (Hall, 80-87)
Oct. 21: War’s Legacies (Young, 146-161)

Week Fifteen
Nov. 24: War’s Legacies: Vietnam, Cambodia and Laos (Hall, 83-87; documents 21-23)
Nov. 26: THANKSGIVING
Nov. 28: THANKSGIVING
Dec. 1: The war in American Culture (class hand-outs)
Dec. 3: Review (no reading; be prepared to range back over the entire semester)
Dec. 5: **Make-up Exams** (no class for other students)

**Final Exam:** Monday, December 8, 3-5:30 p.m. in the usual classroom.
Instructor: Dr. Jessie Swigger  
Term: Fall 2011  
Time: M and W 4-5:15pm  
Location: McKee 208  

Email: jswigger@email.wcu.edu  
Phone: 227-2692  
Office: 221B McKee  
Office Hours: M 2-4; TR 10-12

Introduction to Public History  
HIST 471/571

“But collective memory is not only a conquest, it is also an instrument and an objective of power.”  
—Jacques Le Goff  
History and Memory

Required Supplemental Texts:

- Edward T. Linenthal and Tom Engelhardt, Ed. History Wars: The Enola Gay and Other Battles for the American Past

Graduate Students Only


What is this Course About?

This course is an introduction to public history. We will define public history and consider its history and various forms in the United States. We will proceed by asking, and trying to answer the following questions:

1. What is public history?
2. How have various individuals and groups historically used public history to achieve their own political goals in the present?
3. What theoretical, political, and practical issues shape current discussions within the public history profession?

What will I learn in this course?

After completing this course, you will have an understanding of how Americans have used the past to shape the present, how and why that has changed over time, and of the major questions and problems that face public historians today. You will also create your own public history project and learn to apply your knowledge to a real-world experience.

As a Liberal Studies course our broader learning goals are to:

- Demonstrate the ability to locate, analyze, synthesize, and evaluate information;
- Demonstrate the ability to interpret and use numerical, written, oral, and visual data;
- Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
- Demonstrate the ability to critically analyze arguments;
- Demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being;
- Demonstrate an understanding of
  - Past human experiences and ability to relate them to the present;
- Different contemporary cultures and their interrelationships;
- Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity;
- Scientific concepts and methods as well as contemporary issues in science and technology;
- Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding.

- Demonstrate an excitement for and love of learning

**How do I Contact You?**

The best way to reach me is during my office hours or through email. I check email often and throughout the day until about 6pm M-F. Please use this address: jswigger@wcu.edu rather than the email system provided through Blackboard. If you can’t come to my office hours, just let me know and we’ll set up a time to meet that works for both of us.

**What Else Will I Need?**

- Paper to take notes.
- 1-6 blue books (depending on your handwriting) for the two exams.
- Bring notes you take on the readings and when needed, the texts for the class.

**Course Format:**

This course consists of a mix of lecture and class discussion.

**Grading for Graduate Students:**

**Class Participation and Decorum (200 points)**

- Students who come to class on time, stay in class for the duration, who treat their classmates and me with respect, and who are not only physically but mentally present will be rewarded.
- I do not allow laptops in the classroom.
- More than 3 unexcused absences will result in 0 points for participation. Illnesses documented with a doctor’s note from the University Health Center, absences for athletic events, and other university approved events will be excused.
- If you do miss class, come see me in office hours or get the information from a classmate.
- Make-up exams: If you cannot take the first exam, you will complete it during the final exam. The time provided for the final exam is double, and none of our tests are cumulative so you’ll have time to complete two exams.
- Late Assignments: **I do not accept late assignments. Assignments are due IN CLASS on the day they are due in HARD COPY form unless you have a doctor’s note or other university excused absence.**

**Three Critical Book Reviews (60 points)**

- You will write three 4-5 page critical review for each book (20 points each). Identify and evaluate the text’s thesis, and supporting evidence. (Grading Rubric at the end of syllabus).

**Direct Class Based on Reading of The Lowell Experiment (40 points)**

- You will lead the class as a group this day. (Grading Rubric will be handed out second week of class).

**1 Exhibit Review (100 points)**

- Review a local or online exhibit. (Grading Rubric at the end of syllabus)

**Two Exams: (100 points each: 200 points)**

- You will write an essay based on the readings and lectures. You may use one page of notes.

**Research Proposal for Local Journey Stories exhibit. (400 points)**

- We will discuss this in the second week of class.
Grading for Undergraduate Students

Class Participation and Decorum (200 points)

- Students who come to class on time, stay in class for the duration, who treat their classmates and me with respect, and who are not only physically but mentally present [i.e. not texting] will be rewarded.
- I do not allow laptops in the classroom.
- More than 3 unexcused absences will result in 0 points for participation. Illnesses documented with a doctor’s note from the University Health Center, absences for athletic events, and other university approved events will be excused.
- If you do miss class, come see me in office hours or get the information from a classmate.
- Make-up exams: If you cannot take the first exam, you will complete it during the final exam. The time provided for the final exam is double, and none of our tests are cumulative so you’ll have time to complete two exams.
- Late Assignments: I do not accept late assignments. Assignments are due IN CLASS on the day they are due in HARD COPY form unless you have a doctor’s note or other university excused absence.

Two Critical Book Reviews (50 points each: 100 points)

- You will complete 2 critical book reviews during the semester, one on David Blight’s book and the other on Linenthal’s History Wars (Grading Rubric at the end of the syllabus).

1 Exhibit Review (100 points)

- Review a local or online exhibit. (Grading Rubric at the end of syllabus)

Two Exams: (150 points each: 300 points)

- You will write an essay based on the readings and lectures. You may use one page of notes.

Research Proposal for Local Journey Stories exhibit. (400 points)

- We will discuss this in the second week of class.

<table>
<thead>
<tr>
<th>Graded Assignments for Graduate Students</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>A = 900–1000</td>
</tr>
<tr>
<td>Exam One</td>
<td>B = 800–899</td>
</tr>
<tr>
<td>Exam Two</td>
<td>C = 700–799</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>D = 600–699</td>
</tr>
<tr>
<td>Critical Book Review</td>
<td>F = Below 600</td>
</tr>
<tr>
<td>Critical Book Review 2</td>
<td></td>
</tr>
<tr>
<td>Critical Book Review 3</td>
<td></td>
</tr>
<tr>
<td>Lead Class Based on Stanton</td>
<td></td>
</tr>
<tr>
<td>Exhibit Review</td>
<td></td>
</tr>
</tbody>
</table>
Letter grades will be assigned according to the following:

**Grading and Quality Point System**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>Poor</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>E</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* See Graduate Catalog for the graduate level grading system.

The grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F indicate gradations in quality from Excellent to Failure. Please note that a C- grade is less than satisfactory and may not meet particular program and/or course requirements.

Composition-Condition Marks. A student whose written work in any course fails to meet acceptable standards will be assigned a composition-condition (CC) mark by the instructor on the final grade report. All undergraduates who receive two CC grades prior to the semester in which they complete 110 hours at Western Carolina University are so notified by the registrar. They are required to pass English 300 or English 401 before they will be eligible for graduation. This course must be taken within two semesters of receiving the second CC and must be passed with a grade of C (2.0) or better. Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.

**Accommodations for students with disabilities:**

If you have a disability, you must inform me in writing with appropriate written documentation.

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or lalexis@wcu.edu. You may also visit the office’s website: disability.wcu.edu
Statement on Academic Integrity (including plagiarism):
Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:
   a. **Cheating**—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
   b. **Fabrication**—Intentional falsification of information or citation in an academic exercise.
   c. **Plagiarism**—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.
   d. **Facilitation of Academic Dishonesty**—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head, and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction.

**My policy:**
**First case of plagiarism:** 0 for the assignment
**Second case:** F in the course

For more information on the University’s Academic Honesty Policy Please see the student handbook.

**Where to Get Help:**
If you have questions or concerns, PLEASE come to my office hours or schedule an appointment. I’m here to help you!! You can also go to the Catamount Academic Tutoring Center; you can make an appointment online. The Writing Center is also an excellent resource. They are located in Hunter 161, or you can call to make an appointment at 227-7197.
UNIT ONE: Battlefields
WEEK ONE
Monday, Aug. 22
  Introduction to the Course
  Assignment
  Read Kammen Introduction

Wednesday, Aug. 24
  Lexington and Concord
  Assignment
  Kammen Part One
  Review MOMS Website: http://www.nchumanities.org/content/journey-stories

WEEK TWO
Monday, Aug. 29
  Gettysburg
  Journey Stories Research Proposal Project Overview
  Assignment
  Read Blight Ch. 1-2

Wednesday, Aug. 31
  The Alamo
  Assignment
  Read Blight Ch. 3-5

WEEK THREE
Monday, Sept. 5
  Labor Day Holiday [No Class]
  Assignment
  Read Blight Ch. 6-7

Wednesday, Sept. 7
  The Little Bighorn
  Assignment
  Read Blight 8-10

UNIT TWO: Historic Preservation

WEEK FOUR
Monday, Sept. 12
  Guest Speakers: Dr. Tyler Blethen, Dr. Curtis Wood, Dr. Newton Smith
  Meet at Mountain Heritage Center
  Assignment
  Read Blight Epilogue and Wallace “Preserving the Past”

Wednesday, Sept. 14
  Guest Speaker: George Frizell, Special Collections Librarian at Hunter Library
Assignment
Kammen 9-Part Three Prolegemenon

WEEK FIVE
Monday, Sept. 19
Monticello
Critical Book Review on Blight Due (Grads and Undergrads)
Assignment
Wallace “Visiting the Past: History Museums and the United States”

Wednesday, Sept. 21
Outdoor History Museums
Dr. Richard Starnes
Assignment
Kammen 11

WEEK SIX
Monday, Sept. 26
The National Parks Service and Historic Preservation
Assignment
Kammen 14

Wednesday, Sept. 28
The National Trust for Historic Preservation
Assignment
Kammen 15 and “Preservation Revisited”

WEEK SEVEN
Monday, Oct. 3
National Main Street Project
Assignment
Study

Wednesday, Oct. 5
EXAM ONE
Assignment
Linenthal 1

UNIT THREE: History Museums
WEEK EIGHT
Monday, Oct. 10
From Peale to the Smithsonian
Assignment
Linenthal 2

Wednesday, Oct. 12
The Tough Stuff: The American Holocaust Memorial and Museum
Assignment
Linenthal 3–4
WEEK NINE
Monday, Oct. 17 [Fall Break; No Class]

Wednesday, Oct. 19
The Tough Stuff: Depicting Slavery at Museums
Assignment
Linenthal 5-6

WEEK TEN
Monday, Oct. 24
The Tough Stuff: Women’s History and Museums
Assignment
Linenthal 7

Wednesday, Oct. 26
The Tough Stuff: Depicting Class Struggle at Museums
Graduate Students Direct Class based on reading of Stanton
Critical Book Review of Stanton Due
Assignment
Linenthal 8

WEEK ELEVEN
Monday, Oct. 31
Exhibit Review Due (Grads and Undergrads)
The Tough Stuff: The Enola Gay and After
Assignment
Wallace, “The Virtual Past”

Wednesday, Nov. 2
NO CLASS Advising Day

UNIT FIVE: Popular Culture and Public History
WEEK TWELVE
Monday, Nov. 7
The Civil War and the Media
Critical Book Review on Linenthal Due (Grads and Undergrads)
Assignment
Kammen, 18

Wednesday, Nov. 9
Cowboys and Indians in the Media
Assignment
Kammen, 19 and Coda, Wallace “Ronald Reagan and the Politics of History”

WEEK THIRTEEN
Monday, Nov. 14
Vietnam and the Media
Assignment
Wallace, “Mickey Mouse History”

Wednesday, Nov. 16
Disney and History
Assignment
Wallace, “Disney’s History”

WEEK FOURTEEN
Monday, Nov. 21
Dollywood and History

Wednesday, Nov. 23 [Thanksgiving Holiday; No Class]

Friday, Nov. 25 [Thanksgiving Holiday; No Class]

WEEK FIFTEEN
Monday, Nov. 28
The Future of the Past: Public History and the Internet
Assignment
Complete Research

Wednesday, Nov. 30
Presentations
Assignment
Complete Research

WEEK SIXTEEN
Monday, Dec. 5
Presentations
Assignment
Complete Research

Wednesday, Dec. 7
Presentations

FINAL RESEARCH PROJECTS DUE
Assignment
Study for Exam 2

EXAM 2: Friday, December 16, 8:30-11 AM
## CRITICAL BOOK REVIEWS
*(20 points for Grad Students/ 50 points for Undergrads)*

<table>
<thead>
<tr>
<th>Format: (2 points G/5 points U)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- 4-5 pages in length</td>
<td></td>
</tr>
<tr>
<td>- Double Spaced</td>
<td></td>
</tr>
<tr>
<td>- Times New Roman Font</td>
<td></td>
</tr>
<tr>
<td>- 1 inch margins</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization and Clarity: (3 points G/10 points U)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Correct spelling and grammar usage</td>
<td></td>
</tr>
<tr>
<td>- Paper should have an overall organization that includes an introduction, a conclusion, and clear transitions between each paragraph</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thesis Statement: (5 points G/10 points U)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Early in your paper write one or two sentences identifying the author’s argument and your evaluation of that argument.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis: (8 points G/20 points U)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Discuss the text’s organization, examples, and use of sources. Analyze each.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correct Chicago Manual of Style Citation: (2 points G/5 points U)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Footnotes</td>
<td></td>
</tr>
<tr>
<td>- Works Cited</td>
<td></td>
</tr>
</tbody>
</table>
EXHIBIT REVIEW  
Due October 19, 2011  
100 POINTS

Choose an exhibit from a museum in the area or online to review.

<table>
<thead>
<tr>
<th>Format: (10 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4-5 pages in length</td>
<td></td>
</tr>
<tr>
<td>Double Spaced</td>
<td></td>
</tr>
<tr>
<td>Times New Roman Font</td>
<td></td>
</tr>
<tr>
<td>1 inch margins</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization and Clarity: (15 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct spelling and grammar usage</td>
<td></td>
</tr>
<tr>
<td>Paper should have an overall</td>
<td></td>
</tr>
<tr>
<td>organization that includes an</td>
<td></td>
</tr>
<tr>
<td>introduction, a conclusion, and clear</td>
<td></td>
</tr>
<tr>
<td>transitions between each paragraph</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thesis Statement: (10 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Early in your paper you write</td>
<td></td>
</tr>
<tr>
<td>one or two sentences identifying</td>
<td></td>
</tr>
<tr>
<td>whether the exhibit reviewed</td>
<td></td>
</tr>
<tr>
<td>effectively achieves its</td>
<td></td>
</tr>
<tr>
<td>intended goals.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussion of Exhibit: (20 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief discussion of site’s location,</td>
<td></td>
</tr>
<tr>
<td>history (who opened it, when, and how</td>
<td></td>
</tr>
<tr>
<td>it’s funded), mission of museum where</td>
<td></td>
</tr>
<tr>
<td>it is housed, and intended audience</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussion of Exhibit: (35 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Exhibit</td>
<td></td>
</tr>
<tr>
<td>Does the exhibit achieve its goals?</td>
<td></td>
</tr>
<tr>
<td>Consider whether it effectively</td>
<td></td>
</tr>
<tr>
<td>addresses the intended topic and</td>
<td></td>
</tr>
<tr>
<td>audience. Use concrete and specific</td>
<td></td>
</tr>
<tr>
<td>details to support your assertions.</td>
<td></td>
</tr>
<tr>
<td>Did you learn something? How do you</td>
<td></td>
</tr>
<tr>
<td>know?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correct Chicago Manual of Style Citation: (10 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Footnotes</td>
<td></td>
</tr>
<tr>
<td>Works Cited</td>
<td></td>
</tr>
</tbody>
</table>
Welcome to History 472/572, Local History!! This class will give you insight and experience in researching and interpreting a local history topic.

Course Objectives: At the end of the course, you will:

a. Understand the uses and problems of local history.
b. Become familiar with local history theory and be able to apply those theories.
c. Understand how local history relates to other types of research techniques and broader themes in historiography.
d. Be able to develop and complete a local history research project.
e. Understand and be able to apply local history as a pedagogical technique.
f. Gain real experience as a working historian researching and interpreting local history.

Expectations: What can you expect of me? I'm here to help you learn. If you need help, let me know, and I'll do my best to make sure you understand course material and do well in our class. I'll come to class prepared, grade you as fairly as I can (but remember, I am not infallible), and I'll try to make our class stimulating, fun, and create an environment in which all can learn. From you, I expect you to take responsibility for learning and working independently. That means come to class prepared and dedicate time for our class assignments. If you do those things, you will be successful, and the class will be too. Let’s work together to have a good class!

Class Presentation: The course will consist of lectures, class discussions, films, and outside readings. But the collaborative research project is the primary focus of the course! This means you must come to class prepared, with all assigned readings completed, and responses to discussion questions prepared.

Textbook:

**Books:**

Charles B. Dew, Bond of Iron: Master and Slave at Buffalo Forge
Alex Kershaw, The Bedford Boys: One American Town’s Ultimate D-Day Sacrifice
Edward Ball, Slaves in the Family (Graduate Students Only)

**Book Reviews:** You will read and review the Dew and Kershaw books. These reviews will be no longer than 750 words (approximately 3 pages), and must conform to generally accepted standards for professional book reviews. That means they must strike a balance between summarizing the book’s content, analyzing the author’s argument, and assessing the book’s general readability and importance. If you disagree with the author’s thesis, say so! Your challenge is to take these authors to task by giving them each a thorough critique. Attached is a sample book review from the Journal of Southern History to give you an example of the type of review I am looking for. Focus your reviews on the books as examples of local history.

**Final Exam:** The final exam will be a presentation, critique, and discussion of the collaborative research project.

**Project:** The class will be divided into teams, and each team will research a different project related to the Mountain Heritage Center’s “After the War” museum exhibit. Such research will include an annotated bibliography, identifying potential interviewees, conducting and transcribing interviews, and presenting your results. Each student will be graded on individual work and on the work of the group as a whole. More detailed information will follow on the project assignment sheet.

**Attendance:** I expect you to attend class. Class discussion is a fundamental aspect of this course, and you cannot be successful if you do not attend. I will deduct 50 points from your participation grade for each hour absence in excess of three.

**Academic Dishonesty:** No form of academic dishonesty (cheating, plagiarism, etc.) will be tolerated. This includes copying - or closely paraphrasing - material from a published sources (including a web site) and representing it as your own. If you did not write it, and it’s not in quotation marks and documented as to source, it’s plagiarism. The University policy, as outlined in the student handbook, will be followed if cases arise. Penalties range from a zero on the assignment to failure for the course. If you have any questions about what constitutes academic dishonesty, contact me as soon as possible. Better safe than sorry!

**Special Accommodations:** Students requiring special accommodations should contact the Student Support Services Office, and accommodations will be made.
Grading:

<table>
<thead>
<tr>
<th>Grading Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Reviews</td>
<td>200</td>
</tr>
<tr>
<td>Interpretative Plan</td>
<td>100</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>100</td>
</tr>
<tr>
<td>Phase II Assignment</td>
<td>200</td>
</tr>
<tr>
<td>Peer Evaluations</td>
<td>100</td>
</tr>
<tr>
<td>Final Project</td>
<td>200</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Available Points</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

A - 940-1000
A- - 900-939
B+ - 870-899
B - 840-869
B- - 800-839
C+ - 770-799
C - 740-769
C- - 700-739
D+ - 670-699
D - 640-669
D- - 600-639
F - Below 60

Note: Graduate Students may not receive plus/minus grades or a D. Below 700 points will result in an “F” for graduate students. Graduate Students have a separate grading scale.

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 January</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td>12 January</td>
<td>Introduction to Local History</td>
<td>C. Kammen, On Doing Local History, Intro.</td>
</tr>
<tr>
<td>14 January</td>
<td>Museums and Interpreting Local History</td>
<td>Kammen, Chap. 1 and 4.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Meet at the MHC</strong></td>
</tr>
<tr>
<td>17 January</td>
<td>Martin Luther King, Jr. Holiday</td>
<td>Class Canceled</td>
</tr>
<tr>
<td>19 January</td>
<td><strong>Phase I</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“After the War” Project Discussion/Brainstorming</td>
<td></td>
</tr>
<tr>
<td>21 January</td>
<td>Local History and Archival Sources</td>
<td><strong>Meet at Special Collections, 2d Floor, Hunter Library</strong></td>
</tr>
<tr>
<td>24 January</td>
<td>Introduction to Appalachian History</td>
<td>Kammen, Chapter 2.</td>
</tr>
<tr>
<td>26 January</td>
<td>Introduction to Appalachian History (Cont’d)</td>
<td></td>
</tr>
<tr>
<td>28 January</td>
<td>Guided Research</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>31 January</td>
<td>Guided Research</td>
<td></td>
</tr>
<tr>
<td>2 February</td>
<td>Guided Research</td>
<td></td>
</tr>
<tr>
<td>4 February</td>
<td>Guided Research</td>
<td></td>
</tr>
<tr>
<td>7 February</td>
<td>Status Reports</td>
<td>Interpretative Plans Due (Bring Enough Copies For All Seminar Members)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Annotated Primary Source Bibliographies Due</td>
</tr>
<tr>
<td>9 February</td>
<td>Roundtable Discussion: Our Interpretative Plan</td>
<td>Read and come prepared to discuss seminar members’ plans</td>
</tr>
<tr>
<td>11 February</td>
<td>Roundtable Discussion: Our Interpretative Plan</td>
<td>Read and come prepared to discuss seminar members’ plans</td>
</tr>
<tr>
<td>14 February</td>
<td>Phase II Finalize Interpretative Plans</td>
<td>Draft of Phase II Assignment Due</td>
</tr>
<tr>
<td>16 February</td>
<td>Local History Research Methods</td>
<td></td>
</tr>
<tr>
<td>18 February</td>
<td>Local History Research Methods</td>
<td></td>
</tr>
<tr>
<td>21 February</td>
<td>Local History and Interpreting Sources Book Discussion</td>
<td>Review of Dew, Bond of Iron Due</td>
</tr>
<tr>
<td>23 February</td>
<td>Introduction to Census Research</td>
<td></td>
</tr>
<tr>
<td>25 February</td>
<td>Guided Research</td>
<td>Kammen, Chapter 2.</td>
</tr>
<tr>
<td>26 February - 6 March</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>7 March</td>
<td>Guided Research</td>
<td>Kammen, Chapter 2.</td>
</tr>
<tr>
<td>9 March</td>
<td>Guided Research</td>
<td>Kammen, Chapter 2.</td>
</tr>
<tr>
<td>11 March</td>
<td>Guided Research</td>
<td>Kammen, Chapter 2.</td>
</tr>
<tr>
<td>14 March</td>
<td>Roundtable Discussion: Status Report</td>
<td>Peer Evaluations</td>
</tr>
<tr>
<td>16 March</td>
<td>Other Types of Local History: Documentary Editing</td>
<td>Kammen, Chapter 2 Handout</td>
</tr>
<tr>
<td>18 March</td>
<td>Other Types of Local History: Family History and Genealogy</td>
<td>Kammen, Chapter 2 Handout</td>
</tr>
<tr>
<td>21 March</td>
<td>Kershaw, The Bedford</td>
<td>Book Review Due</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>23 March</td>
<td><strong>Boys Book Discussion</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other Types of Local History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kammen, Chapter 2, Handout.</td>
<td></td>
</tr>
<tr>
<td>24-27 March</td>
<td><strong>Easter Break</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class Cancelled</td>
<td></td>
</tr>
<tr>
<td>28 March</td>
<td><strong>Roundtable Discussion:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Begin Phase III/Revise and Finalize</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interpretative Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>All Phase II Research Assignments Due</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Peer Evaluations</strong></td>
<td></td>
</tr>
<tr>
<td>30 March</td>
<td><strong>Presentations to MHC Staff</strong></td>
<td></td>
</tr>
<tr>
<td>1 April</td>
<td>Phase III Assignments</td>
<td></td>
</tr>
<tr>
<td>4 April</td>
<td>Group Work</td>
<td></td>
</tr>
<tr>
<td>6 April</td>
<td>Group Work</td>
<td></td>
</tr>
<tr>
<td>8 April</td>
<td>Group Work</td>
<td></td>
</tr>
<tr>
<td>11 April</td>
<td><strong>Roundtable: Status Report</strong></td>
<td></td>
</tr>
<tr>
<td>13 April</td>
<td>Integration</td>
<td></td>
</tr>
<tr>
<td>15 April</td>
<td>Integration</td>
<td></td>
</tr>
<tr>
<td>18 April</td>
<td>Integration</td>
<td></td>
</tr>
<tr>
<td>20 April</td>
<td>Integration</td>
<td></td>
</tr>
<tr>
<td>22 April</td>
<td>Integration</td>
<td></td>
</tr>
<tr>
<td>25 April</td>
<td><strong>Roundtable: Final Project Status Report</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Peer Evaluations Due</td>
<td></td>
</tr>
<tr>
<td>27 April</td>
<td><strong>Final Presentations</strong></td>
<td></td>
</tr>
<tr>
<td>29 April</td>
<td><strong>Final Presentations</strong></td>
<td></td>
</tr>
<tr>
<td>2 May</td>
<td><strong>Final Presentations</strong></td>
<td></td>
</tr>
</tbody>
</table>
Instructors:  Mr. Trevor Jones and Dr. Jessie Swigger

Contact information for Mr. Jones
Email: tmjones@wcu.edu
Phone: 227-3192
Office: Mountain Heritage Center

Contact information for Dr. Swigger
Email: jswigger@email.wcu.edu
Phone: 227-2692
Office: 221A McKee

Term: Spring, 2010  Time: 5:00-7:50 PM
Location: 208 McKee, and then at the Mountain Heritage Center (1st floor, HFR Bldg)
OFFICE HOURS: Dr Swigger: T 2:10-5PM and W 1-4PM and by appointment
Mr. Jones:  T, R 2:30-3:30 and by appointment

Introduction to Museums
HIST 473 and HIST 573

Required texts:
Harvey Levenstein, Paradox of Plenty: a Social History of Eating in Modern America (2003).
Beverly Serrell, Exhibit Labels: An Interpretive Approach (1996)

Additional readings as assigned (these will be available as PDFs on WebCat).

What else will I need?
  • A notebook or binder with spiral paper to take notes for the class.
  • Bring the assigned readings to class.

How can I contact you?
The best way to contact Dr. Swigger and Mr. Jones is during office hours or by email. Please use the email addresses above. If you cannot meet Dr. Swigger or Mr. Jones during office hours, please let them know and set up an appointment.

During this course you will need to work outside of class at the Mountain Heritage Center. Please contact Mr. Jones to set up appointments for your group to work at the Center.

What is this course about?
This course introduces students to the history of the American history museum and the practice of creating a museum exhibit.

What will I learn in this course?
This course is divided into two parts. In the first part of the course you will learn the history of museums in the United States and develop a familiarity with some of the major theoretical and practical issues that concern contemporary museum professionals. In the second part of this course, you will work in groups and as a class to develop your own museum exhibition for the Mountain Heritage Center.
As a Liberal Studies course our broader learning goals are to:

- Demonstrate the ability to locate, analyze, synthesize, and evaluate information;
- Demonstrate the ability to interpret and use numerical, written, oral, and visual data;
- Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
- Demonstrate the ability to critically analyze arguments;
- Demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being;
- Demonstrate an understanding of
  - Past human experiences and ability to relate them to the present;
  - Different contemporary cultures and their interrelationships;
  - Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity;
  - Scientific concepts and methods as well as contemporary issues in science and technology;
  - Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding.
- Demonstrate an excitement for and love of learning

Course Format
The course will consist of some lecture, but will be shaped primarily by your discussion of the readings and participation in development of the exhibition. Some of your assignments will be group projects and you will receive a group grade for these.

Decorum
- In general, treat us and your classmates with respect; we will do the same. We are very excited about this class! And it will be more fun for everyone if we are all respectful to one another. This is particularly important given the huge role that group work will play in the class. In this course you will learn about and prepare yourself to enter the public history profession, so we'll also practice professionalism.

- According to University Policy, you may miss up to 2 class periods before your grade drops a letter. We will take daily attendance and follow University Policy on this matter. If you are a University athlete or have other excused absences contact us.

- If you do miss class, it is your responsibility to get the notes/information for that day. You have two options. Attend office hours of either instructor or get the information from a classmate.

- During class, turn off your cell phone.
• Failure to meet these requirements will affect your class participation and decorum grade.

• **Late Assignments:** Unexcused late assignments will be docked one half-letter grade per day.

**Course Evaluation Undergraduates [based on a 1000 point scale]**

- Book Review Essay (100 points): You will review *Paradox of Plenty* and apply the materials from the book to your exhibit concept.
- Exhibit Review (100 points): Grading rubric attached
- **Exhibition Development** (800 points total):
  1) Research Document (100 points) (Group)
  2) Interpretive Plan and Case/Panel Design (150 points) (Group)
  3) Primary Label (draft and final) and Object Label (draft and final) (200 points) (Group)
  4) Condition Report (50 points)
  5) Group Participation (200 points)
  6) Group Participation Evaluation (100 points) During the development of the exhibit, you will submit evaluations of your group members. It will be anonymous. We will use this information when assigning the group participation grade.

**Course Evaluation Graduate Students [based on a 1000 point scale]**

- Book Review Essay (100 points): You will review *Paradox of Plenty* and apply the materials from the book to your exhibit concept.
- Exhibit Review (100 points): Grading rubric attached
- Additional readings as noted in the syllabus, plus possible additional readings as the semester moves forward
- **Exhibition Development** (800 points total):
  1) Research Document (100 points) (Group)
  2) Interpretive Plan and Case/Panel Design (150 points) (Group)
  3) Primary Label (draft and final) and Object Label (draft and final) (100 points) (Group)
  4) Condition Report (50 points)
  5) Group Participation (200 points)
  6) Group Participation Evaluation (100 points) During the development of the exhibit, you will submit evaluations of your group members. It will be anonymous. We will use this information when assigning the group participation grade.
  7) Marketing Plan (50 points)
  8) Exhibit Evaluation Plan (50 points)

**Work Plan:**
Over the course of the semester you will research, write, design and build an exhibit on outdoor eating that will open at the Mountain Heritage Center on May 6, 2010. Work on the exhibit will be worth a total of 80% of your final grade, which will be dependent on the successful completion of the assigned tasks. This will be an exhibit open to the public. Substantial out of class work will be required to produce a public exhibition that will meet professional standards.
• On 2/18 each group will submit a research document on their topic.
• On 2/25 students in small teams will present their research findings to the class and summarize what they believe to be the most important aspects of their research to be included in the exhibit. They will include the objects that they plan to place in the exhibit a concept for one interactive element, and a draft design for an exhibit panel or case. A final version will be due 3/11.
• Condition reports on Mountain Heritage Center artifacts chosen for the exhibit will be due on 3/25.
• The first draft of your part of the exhibit text is due on 3/11. This draft will not be graded but must be submitted or the student will be given a F. On 4/8 a final version of the text will be submitted.
• An evaluation plan for the exhibit will be due on 4/8 (Graduate Students only).
• A marketing plan for the exhibit will be due on 4/22. (Graduate Students only).
• A final evaluation of the project, and evaluation of group members will be due on 4/29.
• The exhibit will open at 5:00 PM on Thursday, May 6 2010. The opening will take the place of the final exam.

The last month of classes will be devoted to mounting the exhibit. During the course of the semester, there will be opportunities in class for students to share ideas about the exhibit. Many classes during this period will be held at the Mountain Heritage Center.

Letter grades will be assigned according to the following:

Grading and Quality Point System*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points per Semester Hour</th>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
<td>I</td>
<td>Incomplete</td>
<td>--</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
<td>IP</td>
<td>In Progress</td>
<td>--</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
<td>S</td>
<td>Satisfactory</td>
<td>--</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
<td>U</td>
<td>Unsatisfactory</td>
<td>--</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
<td>W</td>
<td>Withdrawal</td>
<td>--</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.33</td>
<td>AU</td>
<td>Audit</td>
<td>--</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.0</td>
<td>NC</td>
<td>No Credit</td>
<td>--</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
<td>CU</td>
<td>No Credit</td>
<td>--</td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td></td>
<td>.67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* See Graduate Catalog for the graduate level grading system.

The grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F indicate gradations in quality from Excellent to Failure. Please note that a C- grade is less than satisfactory and many not meet particular program and/or course requirements.

Composition-Condition Marks. A student whose written work in any course fails to meet acceptable standards will be assigned a composition-condition (CC) mark by the instructor on the final grade report. All undergraduates who receive two CC grades prior to the semester in which they complete 110 hours at Western Carolina University are so notified by the registrar and are required to pass English 300 or English 401 before they will be eligible for graduation. This course must be taken within two semesters of receiving the second CC and must be passed with a grade of C (2.0) or better.
Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.

**Statement on Accommodations for students with disabilities:**
*Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.*

**Statement on Academic Integrity (including plagiarism):**
*Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:
  a. **Cheating**—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
  b. **Fabrication**—Intentional falsification of information or citation in an academic exercise.
  c. **Plagiarism**—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.
  d. **Facilitation of Academic Dishonesty**—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.*

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head, and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction.

**Course Policy:**
*First case of plagiarism: 0 for the assignment
Second case: F in the course*

For more information on the University’s Academic Honesty Policy Please see the student handbook.

**Where to Get Help:**
*If you have questions or concerns, PLEASE come to office hours.*

You can also go to the Catamount Academic Tutoring Center; you can make an appointment online.

The Writing Center is also an excellent resource. They are located in Hunter 161, or you can call to make an appointment at 227-7197.*
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>PART I:</th>
<th>MEETS IN MCKEE 208</th>
<th>Assignments (to be completed by class time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Class</td>
<td></td>
</tr>
<tr>
<td><strong>WEEK ONE</strong> Jan. 14</td>
<td></td>
<td>Review of Syllabus and Introduction to the Course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Unit One: The History of the History Museum</td>
</tr>
<tr>
<td><strong>WEEK TWO</strong> Jan. 21</td>
<td>The Social History of Eating in America and introduction to exhibit reviews Book Review Due</td>
<td>Harvey Levenstein, <em>Paradox of Plenty</em></td>
</tr>
</tbody>
</table>
| **WEEK THREE** Jan. 28 | Regional Eating Exhibit Review Due | Selections from *Cornbread Nation 3: Foods of the Mountain South*, Ronni Lundy Ed. (PDF)  
“Food, Drink and Medicine” from *Great Smoky Mountains Folklife* (PDF)  
“Picnicking in the Northeastern United States, 1840-1900” (Graduate Students Only) |

<table>
<thead>
<tr>
<th>PART II:</th>
<th>MEETS AT THE MOUNTAIN HERITAGE CENTER</th>
<th></th>
</tr>
</thead>
</table>
| **WEEK FOUR** Feb. 4   | Exhibit Planning, Design and Visitor Studies. | Serrell, Chapters 1-4, Lord and Lord chapters 1-3.  
Falk, John “Visitors: Who Does, Who Doesn’t and Why” (PDF)  
“Creating Effective and Engaging History Exhibits” Dean Krimmel (PDF) |
| **WEEK FIVE** Feb. 11  | Planning, Discussion, Outlines, Budget | Serrell, chapters 5,6, Lord& Lord, Chapters 8-10.  
Falk & Dierking 55-93 from *The Museum Experience* (PDF)  
Exhibit Evaluation Guide (PDF) |
| **WEEK SIX** Feb. 18   | Object Handling, Conservation Concerns, What makes a good exhibit? Due: Research Document | Lord &Lord Chapters 6-7, Appelbaum pages 145-156 (PDF)  
AASLH Technical Leaflet #248 (PDF) |
| **WEEK SEVEN** Feb. 25 | Mountain Heritage Center, Selecting Artifacts for themes Exhibit Planning Presentations Due: Interpretative Plan and Case/Panel Design Draft (Group) | Lord & Lord, Chapters 13-14  
Serrell Chapters 5-9 |
| WEEK EIGHT  
March 4  
(Mid-Term break) | BREAK |  |
| WEEK NINE  
March 11 | Label Writing Workshop  
Condition Reporting, cleaning and planning.  
**Due:**  
**Draft Main Label and artifact label (Group)**  
**Final Case/Panel Design (Group)** | Serrell, 10-15  
Lord And Lord Chapter 12 |  |
| WEEK TEN  
March 18 | Artifact Selection, cleaning, description  
Ethics, issues, revisions | “A Code of Ethics for Curators” (PDF)  
“The Museum, a Temple of a Forum?” (PDF) |  |
| WEEK ELEVEN  
March 25 | Evaluating Exhibitions, marketing plans, supply list  
Layout panels  
**Due:**  
**Condition Report(s)** | Lord & Lord Chapters 4, 18.  
Serrell 13  
Graduate Students Only:  
“Professional Standards for the Practice of Audience Research and Evaluation in Museums” (PDF)  
“Measure for Measure: Purpose and Problems in Evaluating Exhibitions”  
By Jay Rounds (PDF)  
Exhibitions in Museums 197-209 (PDF)  
“The Experience Economy” (PDF) |  |
| WEEK TWELVE  
Spring Break | BREAK |  |
| WEEK THIRTEEN  
April 8 | Final Panel Layout – print and mount small labels, send panels to Printing, work on mounts.  
**Due:**  
**Final Main and Artifact Label (Group)**  
**Evaluation Plan (Graduate Students Only) (Group)** | Graduate Students Only:  
“The Vanishing Mass Market” (PDF)  
Marketing basics for historic sites.  
http://www.heritageinterp.com/newpage12.htm  
State of Texas Marketing Toolkit  
http://www.arts.state.tx.us/toolkit/marketing/  
“A Golden Age for Historic Properties” – John Durel (PDF)  
“Five Steps to a Marketing Plan” (PDF) |  |
<table>
<thead>
<tr>
<th>WEEK</th>
<th>Event</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOURTEEN</td>
<td>Exhibit Fabrication (Mountain Heritage</td>
<td></td>
</tr>
<tr>
<td>April 15</td>
<td>Center)</td>
<td></td>
</tr>
<tr>
<td>FIFTEEN</td>
<td>Exhibit Fabrication (Mountain Heritage</td>
<td>Due: Marketing Plan (Graduate</td>
</tr>
<tr>
<td>April 22</td>
<td>Center)</td>
<td>Students Only) (Group)</td>
</tr>
<tr>
<td>SIXTEEN</td>
<td>Exhibit Construction and Installation</td>
<td>Due: Final Evaluation</td>
</tr>
<tr>
<td>April 29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINALS</td>
<td>EXHIBIT OPENING</td>
<td></td>
</tr>
<tr>
<td>WEEK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 6, 2009</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BOOK REVIEW: *PARADOX OF PLENTY*
100 POINTS

| Format: (10 points) |  
|---------------------|---
| • 4-5 pages in length |  
| • Double Spaced |  
| • Times New Roman Font |  
| • 1 inch margins |  

| Organization and Clarity: (10 points) |  
|--------------------------------------|---
| • Correct spelling and grammar usage |  
| • Paper should have an overall organization that includes an introduction, a conclusion, and clear transitions between each paragraph |  

| Thesis Statement: (10 points) |  
|-----------------------------|---
| • Early in your paper write one or two sentences identifying the book’s overall strength or weakness and how you might use it to develop an exhibit on outdoor eating |  

| Discussion of book: (30 points) |  
|---------------------------------|---
| • Identify the author’s argument |  
| • Do you agree? |  
| • Why or why not? |  
| • What are his best examples and why? |  
| • What are his weakest examples and why? |  

| Application: (30 points) |  
|-------------------------|---
| • How might you use this book in the development of your exhibit? What examples or information is most salient and why? |  

| Correct Chicago Manual of Style Citation: (10 points) |  
|------------------------------------------------------|---
| • Footnotes |  
| • Works Cited |  

For CMS style see: [http://www.dianahacker.com/resdoc/p04_c10_s1.html](http://www.dianahacker.com/resdoc/p04_c10_s1.html)
Also see WebLinks on WebCAT
EXHIBIT REVIEW: MOUNTAIN HERITAGE CENTER  
100 POINTS

Visit the Mountain Heritage Center. Choose one exhibit to review.

<table>
<thead>
<tr>
<th>Format: (10 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 4-5 pages in length</td>
<td></td>
</tr>
<tr>
<td>• Double Spaced</td>
<td></td>
</tr>
<tr>
<td>• Times New Roman Font</td>
<td></td>
</tr>
<tr>
<td>• 1 inch margins</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization and Clarity: (15 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Correct spelling and grammar usage</td>
<td></td>
</tr>
<tr>
<td>• Paper should have an overall organization that includes an introduction, a conclusion, and clear transitions between each paragraph</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thesis Statement: (10 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Early in your paper write one or two sentences identifying whether you think the exhibit effectively achieves its intended goals.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussion of Mountain Heritage Center: (20 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Brief discussion of site’s location, history (who opened it, when, and how it’s funded), mission, and intended audience</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussion of Exhibit: (35 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Description of Exhibit</td>
<td></td>
</tr>
<tr>
<td>• Does the exhibit effectively communicate the topic? Does it address the intended audience? What are its strengths and weaknesses? Use concrete and specific details to support your assertions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Correct Chicago Manual of Style Citation: (10 points)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Footnotes</td>
<td></td>
</tr>
<tr>
<td>• Works Cited</td>
<td></td>
</tr>
</tbody>
</table>
HIST 574
Introduction to Oral History

Instructor: Alex Macaulay
email: macaulay@wcu.edu
Office: 204A McKee
Phone Number: 227-3497
Office Hours: MF 9:30-11:00 AM,
W 2:30-4:00 PM,
and by appointment

Required Texts:
Valerie Raleigh Yow, Recording Oral History
Theodore Rosengarten, All God’s Dangers
Studs Terkel, Hard Times
LuAnn Jones, Mama Learned Us to Work
Jacquelyn Dowd Hall, et al, Like a Family

Course Description: This course will provide students with a theoretical and practical foundation in conducting and evaluating oral history. On the theoretical side, we will debate oral history’s merits as a form of historical evidence, examine the way scholars have put oral testimonies to use, and discuss oral history’s contribution to how we learn and teach about the past. On the practical side, this class will prepare you to go out and organize, conduct, and evaluate your own interviews. Your final assignment will be a 18-20 page research paper derived from the oral histories you’ve conducted.

The semester will be divided up into three sections. The first section will focus on the theoretical aspects of oral history. The second section will begin to prepare you for conducting your own oral interviews. The third section will consist of you going out and interviewing your subjects, transcribing these interviews and writing your research paper. The first two sections will be fairly reading and writing intensive, but in the last section we will meet every other class so that each individual and group can present regular progress reports and share their stories and experiences with the rest of us. This does not mean that you will be doing no work on your final project during the first two-thirds of the semester. On the contrary, you will start early, framing and compiling background information for your final research paper. I will do my best to remind you of due dates, but you are ultimately responsible for turning in each assignment on time.

Course Requirements and Expectations:

ATTENDANCE: You are required to attend class and this will factor into your overall participation grade. As graduate students, I do not expect you to miss class without checking with me first to explain your absence and make up what you will miss that day. Take my word, it will be easier on us both for you not to miss class.
CLASS PARTICIPATION: Your active participation in class will be crucial to determining how well and (just as importantly) how quickly this semester goes. Keep up with the daily readings and come to class prepared to discuss the assigned material. I will do my best to spark your interest, but you will need to do your part as well by speaking up and paying attention. Remember, your participation grade depends upon the **quality**, not just the quantity of your contributions to the class. Although I have my doubts, as of right now, I still hold to the belief that there is no such thing as a bad question.

**Course Assignments and Grades:**

BOOK REVIEWS: You will review the Rosengarten, Terkel, Terry and Hall, et al books for both content and as examples of oral history based research. Your reviews must be 3 to 5 pages in length.

ORAL HISTORY PROJECT: The bulk of your grade will come from the semester long research project. They are multiple components to this project that you will hand in throughout the semester, so again check your syllabus regularly for due dates. This research will include an annotated bibliography, a list of potential interviewees, taped oral interviews, typed transcripts of these interviews, and the aforementioned final paper.

For the book reviews and final paper, I will hold graduates students to higher analytical and stylistic standards than the rest of the class. I expect the work to be well-written, well-argued, and thoughtful. I consider all three of these criteria equally important.

I expect the research papers to be grounded in primary research and relevant to broader historiographical debates found in secondary works.

**Accommodations for Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

**Course Schedule:** You are expected to have COMPLETED the readings by the day they are listed on the syllabus. Unless I tell you otherwise, all the articles from the *Journal of American History* are available through JSTOR which can be accessed through the WCU library.

August 25 – Introduction
August 27 – History and Memory


September 1 – Evaluating Oral History

**READINGS:** Discussion of Alessandro Portelli’s “The Death of Luigi Trastulli.”

September 3 – Setting Up the Project

**READINGS:** Yow, Chapter One

September 8 – Teaching and Learning about Local People


September 10 – Teaching and Learning about Local People


September 15 – Discovering “New” Voices

**READINGS:** Paul Escott’s “The Art and Science of Reading WPA Slave Narratives” and John W. Blassingame’s “Using the Testimony of Ex-Slaves: Approaches and Problems.”

September 17 – Discussion of Rosengarten’s *All God’s Dangers*

**FIRST BOOK REVIEW DUE**

September 22 – Framing the Research Question

**READINGS:** Yow, Chapter Two.
September 24 – Remembering War


**ANNOTATED BIBLIOGRAPHY DUE**

September 29 – Framing the Scene: Question Development

**READINGS:** Yow, Chapter 3

**PRELIMINARY LIST OF INTERVIEW QUESTIONS DUE** – Turn in enough copies for the whole class

October 1 – Question Development

**INTERVIEW SCHEDULE DUE**

October 6 – Discussion of Jones’ *Mama Learned Us to Work*

**SECOND BOOK REVIEW DUE**

October 8 – NO CLASS

October 13 – NO CLASS

October 15 – View *Harvard Beats Yale 29-29*

**TURN IN FINAL LIST OF QUESTIONS**

October 20 – Discussion of *Harvard Beats Yale 29-29*


October 22 – Discussion of Terkel’s *Hard Times*

**THIRD BOOK REVIEW DUE**

October 27 – The Interview

**READINGS:** Yow, Chapter 3

October 29 – Mock Interviews

November 3 – Ethics and Other Legal Niceties.

November 5 – Discussion of *Like a Family*

**FOURTH BOOK REVIEW DUE**

November 10 – Individual/Group Research Day

November 12 – Individual/Group Research Day

November 17 – Progress Report

November 19 – Individual/Group Research Day

November 24 – Progress Report

November 26 – NO CLASS

December 1 – Individual/Group Research Day

December 5 – Progress Report

December 8 – Individual/Group Research Day

December 10 – Final Class Meeting

*Turn in Tapes, Transcripts, and Papers*
Welcome to HIST 361/593, Latin American History I: Colonial. This course will introduce you to the major issues, forces, and events that shaped colonial Latin America from pre-Columbian times to independence in the 19th century.

This class is an upper-level P3 (History) liberal studies course designed to
- Introduce students to a distinctive body of knowledge in the discipline of history and to the tools of historical inquiry that shape and define it;
- Locate people and events in space and time, explaining change and continuity, and the diversity of forces shaping events, institutions, and value systems.
- The content of this course is of sufficient breadth to convey an understanding of development over time and of sufficient depth to illustrate the complexity of forces that mold events. Students will be engaged in the experience of interpreting the record of the past and drawing their own conclusions.

Over the course of the semester, students will learn how to demonstrate the ability to
- Interpret and use numerical, written, oral, and visual data;
- Read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience;
- Critically analyze arguments;
- Recognize behaviors and define choices that affect lifelong well-being;
- Understand
  - Past human experiences and ability to relate them to the present;
  - Different contemporary cultures and their interrelationships;
  - Issues involving social institutions, interpersonal and group dynamics, human development and behavior, and cultural diversity;
  - Scientific concepts and methods as well as contemporary issues in science and technology;
  - Cultural heritage through its expressions of wisdom, literature and art and their roles in the process of self and social understanding.

Accommodations for Students with Disabilities:
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or lalexis@wcu.edu. You may also visit the office’s website: disability.wcu.edu
Required Books (for 361/593 students):

Text:

Supplementary (in order of use):
Stuart B. Schwartz, *Victors and Vanquished: Spanish and Nahua Views of the Conquest of Mexico*. Bedford/St. Martin’s, 2000. (Listed as “Schwartz” for reading assignment)


HIST 593 students only, Additional books:


NOTE: Used or new supplementary books also may be purchased at various online retailers. One or more copies of each of the HIST 361 supplementary books are on reserve at Hunter Library.

How to Do Well in This Course:
- Read the entire syllabus as it contains valuable information regarding class policies, due dates, assignment details, and exam formats.
- Look on Blackboard for valuable information including detailed assignment instructions, grading rubrics, study guides, etc.
- Attend class on time, or get notes from a classmate.
- Realize that much or all of this material may be new to you. Your textbook will help you make sense of the basics. Read it!
- Write down the outline, map items, key terms and questions at the beginning of class. They will help you focus on the key points and are your pre-study guide for exams.
- This is a reading intensive course. Keep up with all assigned readings, and bring readings and/or notes with you on assigned primary document discussion days.
- Actively participate in class discussion and activities.
- Ask me for help right away if you’re struggling.

General Classroom Policies:
- Come to class on time, and stay in class once you arrive, unless absolutely necessary.
- Turn your cell phone to vibrate or silent mode. **Texting will not be allowed at any time.**
- Do not record class sessions. This is a violation of copyright.
- Notebook computers are not permitted in class.
- During quizzes and exams, your cell phones must be stored out of sight.
- All papers and assignments must be submitted in hard copy; emailed files will not be graded.
- As instructor, I reserve the right to remove from class those who habitually violate these policies, or are not prepared for class discussion.
Attendance and Grading Policies:
- HIST 361: I follow the WCU attendance policy, outlined in the student handbook. You are allowed 3 absences without documentation; additional absences will result in a deduction of **10 points per absence** from the participation portion of your grade. Special circumstances and university-related absences must be discussed in advance with the instructor.
- HIST 593: As graduate students, your attendance at every class is expected. If you must miss a class, please contact me ahead of time.
- Missed exams may only be made up with legitimate excuse from the Dean or the Health Center. In exceptional cases and with advance notification, a make-up exam may be scheduled. All exams are closed book / closed note.
- **You must provide a hard copy of all papers —NO EXCEPTIONS!** If you can’t make it to class, ask a classmate or friend to give it to me before class starts or drop it in my History Department mailbox (225 McKee). Don’t slide it under my door.

**Academic Honesty:**

*Intellectual honesty is a requirement to pass this course.* Students are expected to know and abide by all regulations regarding academic honesty. Violations of cheating, fabrication, plagiarism, or facilitation of academic dishonesty will be not be tolerated and will face sanctions as described in the Student Handbook, including, and up to, a F for the course. Multiple academic violations could result in expulsion from WCU. Academic dishonesty violations are a part of your permanent record that EMPLOYERS and others, such as future schools, can have access to, according to government regulations. In short, DON’T DO IT!

Not sure what is or isn’t plagiarism—be safe and ask and/or check out the Writing Center’s online plagiarism self-test at [http://www.wcu.edu/11869.asp](http://www.wcu.edu/11869.asp) --an extremely useful resource. When in doubt, cite.

### Assignments & Points:

<table>
<thead>
<tr>
<th>HIST 361</th>
<th>HIST 593</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Map Test</td>
<td>Map Test</td>
<td>A  940-1000 pts</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>Book Reviews</td>
<td>A- 900-930</td>
</tr>
<tr>
<td></td>
<td>(4 @ 100 each)</td>
<td></td>
</tr>
<tr>
<td>Topic Proposal</td>
<td>Midterm Exam</td>
<td>B+ 870-890</td>
</tr>
<tr>
<td>&amp; Annotated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bibliography</td>
<td>Final Exam</td>
<td>B  840-860</td>
</tr>
<tr>
<td>Thesis Statement</td>
<td>Participation &amp;</td>
<td></td>
</tr>
<tr>
<td>&amp; Updated</td>
<td>Attendance</td>
<td>B- 800-830</td>
</tr>
<tr>
<td>Annotated Biblio.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Paper</td>
<td>Total = 1000</td>
<td>B+ 870-890</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation &amp;</td>
<td></td>
<td>C+ 770-790</td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total = 1000</td>
<td></td>
<td>C  740-760</td>
</tr>
</tbody>
</table>

**Note:** Conditional Composition (CC) grades will be given to students whose written work does not meet course standards.
Description of Assignments:

HIST 361 & HIST 593, Map Test: In order to understand the history of Latin America, you must know its geography. You will identify the capitals, and countries of Latin America, along with selected geographical features such as the Andes Mountains and Amazon River. Please refer Blackboard for a sample map and list of geographic items you will need to know. I will show you a sample map test in class.

HIST 593, Book Reviews (10% each, 40% of final grade): 4 book reviews (all books except Schwartz), 4-6 pgs., standard formatting (see above). The review must conform to generally accepted standards for professional book reviews. In essence, this means that the review should briefly address the book’s content (without being a book report) and analyze its thesis, explain how the author’s argument fits into/adds to the existing historiography (even of other areas), and assess the work’s sources (content and the author’s use of these). If you disagree with the author’s thesis, challenge the types of sources used, or anything else; don’t hesitate to make your case! The review should be a thorough critique of the work’s positive and negative attributes. I will give you a sample review to indicate the type of analysis that I am looking for from you.

HIST 361 & 593, Midterm Exam (20% of final grade): Your midterm exam will consist of 3 parts: timeline (from the textbook chronology and identification items), identification (who/what, where, when [ballpark figure as discussed in class], and significance), and essay (drawing on the textbook, supplemental readings, class discussions and lecture). Key terms, and questions posted on the first slide(s) at the beginning of each class serve as your study guide. I will show you a sample exam early in the semester.

HIST 361, Primary Research Paper (3 components, 5% for topic proposal and annotated bibliography, 5% for thesis statement and updated annotated bibliography, final paper for 25%; total of 35% of final grade): To develop your primary research paper, your work will be divided into 3 different, graded components: topic proposal and annotated bibliography, thesis statement and update annotated bibliography, and final draft of research paper. Students will select from among a list of topics, or in consultation with the instructor, choose a topic. The 12-15 page (total) primary research and reflection paper is expected to consult and use (as appropriate) primary sources such as those from the Hunter Library database (e.g. period newspapers, census, etc). You must make an argument and defend it using primary and secondary sources. Do not simply repeat what others have said—this is YOUR original research. You should ask questions and then look for the answers, rather than making a hypothesis and trying to prove/disprove it.

The last 2-3 pgs. of your paper should be reflective in which you react to how your findings supported/conflicted with your initial ideas and opinions on this topic. Explain how your research has changed or strengthened your original opinions/thoughts about your topic. Additional information on the research paper and its separate components will be discussed in class and posted on Blackboard.

NO online sources, except those in library databases, may be used for this research paper unless previously cleared with the instructor, although books and/or articles (including those accessed via online databases such as JSTOR or through books.google.com) are acceptable. If you find that an online source is vital to your work, you must send me an email with the link, along the following: an explanation of why you believe the site to be credible, why this material is necessary for your paper, and how you
intend to use it in your paper. To be considered as an acceptable source, a copy of my email response must be attached to your paper when you turn it in.

**Paper Format and Guidelines:**
- Standard typestyles and font sizes (Times New Roman or similar, font size 10 – 12)
- Double- spaced throughout with 1 inch (maximum) margins
- Page number on all pages
- Stapled
- Proper citations, either footnote or endnote in Turabian or Chicago Manual style. See section on academic honesty above. Citations must be present for any information that does not come from you, including the primary source. See Blackboard for citation style guide information.
- The 2 previous components, along with my comments and your grades, must be included along with the final draft of your research paper.
- To receive a grade, all papers must be submitted in hard copy only. No exceptions!
- More specific instructions and suggestions will be posted on Blackboard.

**HIST 361 & 593, Final Exam (25% of final grade):** The final exam will cover material since the midterm exam discussed in readings, lectures, and discussions. It will be the same format as the midterm, with the addition of a cumulative essay question. You will be given a detailed study guide in advance, and I will show you a sample final exam in class.

**Course Schedule:**

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment for both HIST 361 &amp; HIST 593 unless noted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T, Aug 23</td>
<td>The Old World and New World Meet</td>
<td>Burkholder &amp; Johnson, Ch. 1 (Before the Conquest), pgs. 1-33; Schwartz, Introduction (Civilizations in Conflict), pgs. v-x, 1-28</td>
</tr>
<tr>
<td></td>
<td>R, Aug 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>T, Aug 30</td>
<td>Iberia, Americas and Africa before Conquest</td>
<td>Burkholder &amp; Johnson, Ch. 1 (Before the Conquest), pgs. 33-49; Schwartz, Ch. 1 (Forebodings and Omens), pgs. 29-39</td>
</tr>
<tr>
<td></td>
<td>R, Sept 1</td>
<td>The Conquest</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Columbian Exchange</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>T, Sept 6</td>
<td></td>
<td>Burkholder &amp; Johnson, Ch. 2 (Conquest), pgs. 52-60; Schwartz, Ch. 2 (Preparations), pgs. 40-78 &amp; Ch. 3 (Encounters), 79-99</td>
</tr>
<tr>
<td></td>
<td>R, Sept 8</td>
<td></td>
<td>Burkholder &amp; Johnson, Ch. 2 (Conquest), pgs. 60-91; Schwartz, Ch. 4 (March Inland), pgs. 100 – 126 &amp; Ch. 5 (Tenochtitlan), pgs. 127-155</td>
</tr>
<tr>
<td>4</td>
<td>T, Sept 13</td>
<td></td>
<td>Burkholder &amp; Johnson, Ch. 3 (Ruling Empires)</td>
</tr>
<tr>
<td></td>
<td>R, Sept 15</td>
<td></td>
<td>Schwartz, Ch. 8 (Aftermath), pgs. 214-244</td>
</tr>
<tr>
<td>5</td>
<td>T, Sept 20</td>
<td></td>
<td>HIST 361: Paper Topic &amp; Annotated Bibliography due</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R, Sept 22</td>
<td>Burkholder &amp; Johnson, Ch. 4 (Population and Labor)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T, Sept 27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R, Sept 29</td>
<td>Burkholder &amp; Johnson, Ch. 5 (Production, Exchange and Defense)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T, Oct 4</td>
<td>HIST 593: Perez-Mallaina due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R, Oct 6</td>
<td>Midterm Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T, Oct 11</td>
<td>Burkholder &amp; Johnson, Ch. 6 (Social Economy)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T, Oct 18</td>
<td>No Class – Fall Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R, Oct 20</td>
<td>Burkholder &amp; Johnson, Ch. 7 (Family and Society)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T, Oct 25</td>
<td>Cook due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R, Oct 27</td>
<td>Burkholder &amp; Johnson, Ch. 8 (Living in an Empire)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T, Nov 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R, Nov 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T, Nov 8</td>
<td>Burkholder &amp; Johnson, Ch. 9 (Imperial Expansion)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R, Nov 10</td>
<td>HIST 361: Primary Research Paper due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R, Nov 15</td>
<td>HIST 593: Socolow due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R, Nov 17</td>
<td>Burkholder &amp; Johnson, Ch. 10 (Crisis &amp; Revolution)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T, Nov 22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R, Nov 24</td>
<td>No Class – Thanksgiving Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T, Nov 29</td>
<td>Burkholder &amp; Johnson, Ch. 11 (Empire to Independence) &amp; Ch. 12 (Epilogue)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R, Dec 1</td>
<td>Martinez-Fernandez due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T, Dec 6</td>
<td>TBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R, Dec 8</td>
<td>Summary &amp; Review for Final Exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Final Exam Date & Time: Wednesday, December 14 12:00 noon - 2:30 p.m.
Instructor: Dr. Jessie Swigger
Term: Fall 2010
Time: 1:25-2:15
Location: McKee 214

Email: jswigger@email.wcu.edu
Phone: 227-2692
Office: 221B McKee
Office Hours: MW 2:30-5:00

Heritage Tourism
HIST 493 and HIST 593

Required Supplemental Texts:

What is this Course About?
The National Trust defines cultural heritage tourism as “traveling to experience the places, artifacts and activities that authentically represent the stories and people of the past and present. It includes cultural, historic and natural resources.” In this course we will consider the history of heritage tourism and how it has developed in the United States. Heritage tourism has been used not only as a method for preserving landscapes and sites of historical importance, but also as a tool for promoting nationalism, boosting local economies, and selling real and imagined identities. We will ask: what are the consequences of selling the past?

What will I learn in this course?
Ideally, after completing this course you will understand the history of heritage tourism in the United States. You will also develop skills used in the historical profession. We will practice reading, interpreting, and analyzing both primary and secondary sources and you will write a research paper.

How do I Contact You?
The best way to reach me is during my office hours or through email. I check email often and throughout the day until about 9pm M-F. Please use this address: jswigger@email.wcu.edu rather than the email system provided through WebCAT. If you can’t come to my office hours, just let me know and we’ll set up a time to meet that works for both of us.

Course Format:
This course consists of some mixture and class discussion.

Grading:
Class Participation and Decorum (200 points)
- Students who come to class on time, stay in class for the duration, who treat their classmates and me with respect, and who are not only physically but mentally present [i.e. are not texting] will be rewarded. Those who don’t will be penalized.
- I do not allow laptops in the classroom.
• More than 3 unexcused absences will result in 0 points for participation. Illnesses documented with a doctor’s note from the University Health Center, absences for athletic events, and other university approved events will be excused.
• If you do miss class, come see me in office hours or get the information from a classmate.
• Make-up exams: If you cannot take the first exam, you will complete it during the final exam; the time provided for the final exam is double, and none of our tests are cumulative so you’ll have time to complete two exams. No make-up exam for the final.
• Late Assignments: I do not accept late assignments. Assignments are due IN CLASS on the day they are due in hard copy form unless you have a doctor’s note or other university excused absence.

**Course Evaluation Undergraduates [based on a 1000 point scale]**
- Exam One (200) and Exam Two (200): You will write one essay. I will give you the essay question during the class period before the exam.
- Reading Summaries (100 points = 10 points each): You will complete 10 summaries I will hand your summaries back to you during the class period before the exam and you will be able to use them to study for the exam. See last page for grading rubric.
- Research Paper 12-15 pages: (300 points); Grading rubric handed out Aug. 30.
- Class Participation and Decorum (200 points): See above.

**Course Evaluation Graduate Students [based on a 1000 point scale]**
- Exam One (150) and Exam Two (150): You will write one essay. I will give you the essay question during the class period before the exam.
- Reading Summaries (100 points = 20 points each): You will complete 5 summaries of the readings. These should be AT LEAST one page, single spaced, 12 point Times New Roman. I will hand your summaries back to you during the class period before the exam and you will be able to use them to study for the exam.
- Book Review: (100 points): Grading rubric handed out Aug. 30; graduate students will read an extra book and write a 5-7 page review. I will provide a list of recommended books and the books. You will present your findings to the class.
- Research Paper 15-20 pages: (300 points); Grading rubric handed out Aug. 30.
- Class Participation and Decorum (200 points): See above.
Letter grades will be assigned according to the following:

**Grading and Quality Point System**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points per Semester Hour</th>
<th>Grade</th>
<th>Interpretation</th>
<th>Quality Points per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
<td>A</td>
<td>Incomplete</td>
<td>--</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
<td>A-</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.33</td>
<td>B+</td>
<td>In Progress</td>
<td>--</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.0</td>
<td>B</td>
<td>Satisfactory</td>
<td>--</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
<td>B-</td>
<td>Unsatisfactory</td>
<td>--</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.38</td>
<td>C+</td>
<td>Withdrawal</td>
<td>--</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.0</td>
<td>C</td>
<td>Audit</td>
<td>--</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
<td>C-</td>
<td>No-Credit</td>
<td>--</td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.33</td>
<td>D+</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>1.0</td>
<td>D</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>D-</td>
<td></td>
<td>.67</td>
<td>D-</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
<td>F</td>
<td></td>
<td>--</td>
</tr>
</tbody>
</table>

* See Graduate Catalog for the graduate level grading system.

The grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F indicate gradations in quality from Excellent to Failure. Please note that a C- grade is less than satisfactory and many not meet particular program and/or course requirements.

Composition-Condition Marks. A student whose written work in any course fails to meet acceptable standards will be assigned a composition-condition (CC) mark by the instructor on the final grade report. All undergraduates who receive two CC grades prior to the semester in which they complete 110 hours at Western Carolina University are so notified by the registrar and are required to pass English 300 or English 401 before they will be eligible for graduation. This course must be taken within two semesters of receiving the second CC and must be passed with a grade of C (2.0) or better.

Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.

**Accommodations for students with disabilities:**

If you have a disability, you must inform me in writing with appropriate written documentation.

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must
identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office’s website: http://www.wcu.edu/12789.asp

Statement on Academic Integrity (including plagiarism):
Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. Cheating—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. Fabrication—Intentional falsification of information or citation in an academic exercise.

c. Plagiarism—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.

d. Facilitation of Academic Dishonesty—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head, and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction.

My policy:
First case of plagiarism: 0 for the assignment  
Second case: F in the course  

For more information on the University’s Academic Honesty Policy Please see the student handbook.

Where to Get Help:
If you have questions or concerns, PLEASE come to my office hours or schedule an appointment. I'm here to help you!! You can also go to the Catamount Academic Tutoring Center; you can make an appointment online. The Writing Center is also an excellent resource. They are located in Hunter 161, or you can call to make an appointment at 227-7197.
**COURSE SCHEDULE**

**This schedule is subject to change based on student's needs**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment for Following Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK ONE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Aug. 23</td>
<td>Introduction to the Course</td>
<td>John Urry, “The Tourist Gaze” Available on WebCAT under Course Content</td>
</tr>
<tr>
<td>W Aug. 25</td>
<td>The Tourist’s Gaze</td>
<td>Glassberg, “Public History and Memory” Available on WebCAT under Course Content</td>
</tr>
<tr>
<td>WEEK TWO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Aug. 30</td>
<td>Heritage Tourism Beginnings</td>
<td>West, “Orchard House” Available on WebCAT under Course Content</td>
</tr>
<tr>
<td>W Sept. 1</td>
<td>Heritage Tourism Beginnings</td>
<td>Flores, “Remembering the Alamo” Available on WebCAT under Course Content</td>
</tr>
<tr>
<td>F Sept. 3</td>
<td>Heritage Tourism Beginnings</td>
<td>Shaffer, <em>See America First</em>, Intro-Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>UG/GS Reading Summary Due</strong></td>
</tr>
<tr>
<td>WEEK THREE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Sept. 6</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>W Sept. 8</td>
<td>Heritage Tourism and Nationalism</td>
<td>Shaffer, <em>See America First</em>, Chapter 2</td>
</tr>
<tr>
<td>F Sept. 10</td>
<td>Heritage Tourism and Nationalism</td>
<td>Shaffer, <em>See America First</em>, Chapter 3-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>GS Reading Summary Due</strong></td>
</tr>
<tr>
<td>WEEK FOUR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Sept. 13</td>
<td>Heritage Tourism and Nationalism</td>
<td>Shaffer, <em>See America First</em>, Chapter 5</td>
</tr>
<tr>
<td>W Sept. 15</td>
<td>Heritage Tourism and Nationalism</td>
<td>Shaffer, <em>See America First</em></td>
</tr>
<tr>
<td>F Sept. 17</td>
<td>Heritage Tourism and Nationalism</td>
<td>Shaffer, <em>See America First</em></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nationalism</td>
</tr>
<tr>
<td>Week Five</td>
<td>M Sept. 20</td>
<td>Heritage Tourism and Nationalism</td>
</tr>
<tr>
<td></td>
<td>W Sept. 22</td>
<td>Heritage Tourism and Regionalism: Selling the South</td>
</tr>
<tr>
<td></td>
<td>F Sept. 24</td>
<td>Heritage Tourism and Regionalism: Selling the South</td>
</tr>
<tr>
<td>Week Six</td>
<td>M Sept. 27</td>
<td>Heritage Tourism and Regionalism: Selling the South</td>
</tr>
<tr>
<td></td>
<td>W Sept. 29</td>
<td>Heritage Tourism and Regionalism: Selling the South</td>
</tr>
<tr>
<td></td>
<td>F Oct. 1</td>
<td>Heritage Tourism and Regionalism: Selling the South</td>
</tr>
<tr>
<td>Week Seven</td>
<td>M Oct. 4</td>
<td>Heritage Tourism and Regionalism: Selling the South</td>
</tr>
<tr>
<td></td>
<td>W Oct. 6</td>
<td>Heritage Tourism and Regionalism: Selling the South</td>
</tr>
<tr>
<td></td>
<td>F Oct. 8</td>
<td>Heritage Tourism and Regionalism: Selling the South</td>
</tr>
<tr>
<td>Week Eight</td>
<td>M Oct. 11</td>
<td>Heritage Tourism and Regionalism: Selling the South</td>
</tr>
<tr>
<td></td>
<td>W Oct. 13</td>
<td>EXAM ONE</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>F Oct. 15</td>
<td>Fall Break</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>Heritage Tourism and Regionalism: Selling the Midwest</td>
</tr>
<tr>
<td>WEEK NINE</td>
<td>M Oct. 18</td>
<td>Fall Break</td>
</tr>
<tr>
<td></td>
<td>F Oct. 22</td>
<td>Heritage Tourism and Regionalism: Selling the American West</td>
</tr>
<tr>
<td></td>
<td>W Oct. 20</td>
<td>Heritage Tourism and Regionalism: Selling the American West</td>
</tr>
<tr>
<td></td>
<td>M Oct. 25</td>
<td>Heritage Tourism and Regionalism: Selling the American West</td>
</tr>
<tr>
<td></td>
<td>W Oct. 27</td>
<td>Heritage Tourism and Regionalism: Selling the American West</td>
</tr>
<tr>
<td></td>
<td>F Oct. 29</td>
<td>Heritage Tourism and Regionalism: Selling the American West</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>Heritage Tourism and Regionalism: Selling the American West</td>
</tr>
<tr>
<td>WEEK TEN</td>
<td>M Nov. 1</td>
<td>Heritage Tourism and Regionalism: Selling the American West</td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>Heritage Tourism and Regionalism: Selling the American West</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>Heritage Tourism and Regionalism: Selling the American West</td>
</tr>
<tr>
<td></td>
<td>WEEK</td>
<td>Historic Preservation and</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>TWELVE</td>
<td>M Nov. 8</td>
<td>Heritage Tourism</td>
</tr>
<tr>
<td></td>
<td>W Nov. 10</td>
<td>Historic Preservation and Heritage Tourism</td>
</tr>
<tr>
<td></td>
<td>F Nov. 12</td>
<td>Historic Preservation and Heritage Tourism</td>
</tr>
<tr>
<td>WEEK</td>
<td>M Nov. 15</td>
<td>Heritage, History, and the Painful Past: Pearl Harbor</td>
</tr>
<tr>
<td>THIRTEEN</td>
<td>W Nov. 17</td>
<td>Heritage, History, and the Painful Past: The Vietnam War Memorial</td>
</tr>
<tr>
<td>WEEK</td>
<td>M Nov. 22</td>
<td>When Heritage and History Collide: The Battle of the Enola Gay</td>
</tr>
<tr>
<td>FOURTEEN</td>
<td>W Nov. 24</td>
<td>No Class</td>
</tr>
<tr>
<td></td>
<td>F Nov. 26</td>
<td>No Class</td>
</tr>
<tr>
<td>WEEK</td>
<td>FIFTEEN</td>
<td>Heritage, History, and the Painful Past:</td>
</tr>
<tr>
<td></td>
<td>Nov. 29</td>
<td>Representing Slavery at Heritage Tourism Sites</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Dec. 1</td>
<td></td>
<td>Heritage, History, and the Painful Past: The Oklahoma City Bombing</td>
</tr>
<tr>
<td>Dec. 3</td>
<td></td>
<td>Heritage, History, and the Painful Past: The World Trade Center Memorial</td>
</tr>
<tr>
<td>Dec. 6</td>
<td></td>
<td>Discussion of Research Papers</td>
</tr>
<tr>
<td>Dec. 8</td>
<td></td>
<td>Discussion of Research Papers</td>
</tr>
<tr>
<td>Dec. 10</td>
<td>Research Papers Due</td>
<td>Discussion of Research Papers and Review</td>
</tr>
</tbody>
</table>
Grading Rubric for Reading Summary

<table>
<thead>
<tr>
<th>Undergrads 5 total at 20 points each</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 12 point Times New Roman font</td>
<td></td>
</tr>
<tr>
<td>• Single spaced</td>
<td></td>
</tr>
<tr>
<td>• Summarize the main argument(s) of the texts for the week the reading summary is assigned. Ex. Week Two discuss Lee, West, and Flores. What are your thoughts?</td>
<td></td>
</tr>
<tr>
<td>• Cite sources using Chicago or Turabian</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grads 10 total at 10 points each</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 12 point Times New Roman font</td>
<td></td>
</tr>
<tr>
<td>• Single spaced</td>
<td></td>
</tr>
<tr>
<td>• Summarize the main argument(s) of the texts for the week the reading summary is assigned. Ex. Week Two discuss Lee, West, and Flores. What are your thoughts?</td>
<td></td>
</tr>
<tr>
<td>• Cite sources using Chicago or Turabian</td>
<td></td>
</tr>
</tbody>
</table>
This course introduces students to major themes, including ideas, institutions, events, and people of high and late medieval Europe, ca. AD 1000-1500. Through daily discussion of primary sources, and independent research papers, students will also explore their personal interests in the medieval world.

**REQUIRED TEXTS (AVAILABLE AT UNIVERSITY BOOKSTORE; in order of use):**
- Jonathan Riley-Smith, *What were the Crusades?*
- Susan Edgington and Sarah Lambert, *Gendering the Crusades*.
- Sheldon Watts, *Epidemics and History: Disease, Power and Imperialism*.

**RECOMMENDED TEXT (AVAILABLE AT UNIVERSITY BOOKSTORE):**
- C. Warren Hollister. *Medieval Europe: A Short History*. 
COURSE REQUIREMENTS:

Reviews and analysis papers: You will complete six reviews and/or analysis papers, 5-6 pp. apiece on the following supplemental texts (some in combination). Your work must be submitted in hard copy. Late papers will not be accepted. See schedule for due dates.
1) Camille (review); 2) Melczer (analysis); 3) Riley-Smith and Tyerman (review/comparison); 4) Edgington & Lambert (review); 5) Abelard and Heloise (analysis); 6) Hatcher and Watts (review/comparison).

Original research paper or historiographical essay: 20-25 pages, either historiographical or research. Your topic will be determined in individual meetings with the instructor throughout the semester. Interdisciplinary use of sources is encouraged.

Midterm: Midterm will be based on readings, discussions, and lecture materials.

Attendance/Participation: Attendance is not optional. If you must miss a class, see me ahead of the absence. Multiple absences or late attendance will constitute failure of the course. Graduate students will have additional class meetings (TBA) with the instructor to discuss supplemental texts, and to plan and pursue a research paper or historiographical essay.

VARIA:

Plagiarism and Academic Honesty: All work that you turn in or present must be your own. Plagiarism and any other form of cheating (submitting the same paper for two courses, “borrowing” from websites, cheating on other coursework) will be dealt with in the severest manner possible - failure of the course and referral to the Graduate Academic Integrity Board for additional disciplinary action, without exception.

Students with Disabilities: Students with documented disabilities are encouraged to speak with the professor at the outset of the semester to make arrangements to meet individual needs.

Classroom Etiquette: No food, no meals, no tobacco products; behave in a manner appropriate to the classroom. Once the classroom door is closed, you are expected to remain in the class until its conclusion. All phones must be turned off and put away before entering the classroom; if your telephone rings during class, you will be counted as absent for the class period. Obviously, texting in class is moronic, so don’t do it. Classroom etiquette demands courtesy towards all members of the class. If you cannot behave in a manner appropriate to the classroom, you will be told to leave.
# SCHEDULE OF LECTURES AND READINGS

- All topics / readings / assignments in the schedule are subject to change at instructor discretion. Updated schedules will be distributed in the event of changes (oh, there will be changes!!)

## INTRODUCTION: THE TURN OF THE MILLENNIUM

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>T, 24 Aug.</td>
<td>Course introduction: the medieval synthesis</td>
</tr>
<tr>
<td>TBA</td>
<td>Camille book discussion</td>
</tr>
<tr>
<td>R, 26 Aug.</td>
<td>Apocalypse avoided: Age of invasions and the Millennium</td>
</tr>
<tr>
<td>R, 28 Aug.</td>
<td>Apocalypse continued: Age of invasions and the Millennium</td>
</tr>
</tbody>
</table>

## KEY CONCEPTS

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>T, 31 Aug.</td>
<td>Environment, demographics, and geography</td>
</tr>
<tr>
<td>R, 2 Sept.</td>
<td>Landscapes and economies, urban and rural</td>
</tr>
<tr>
<td>T, 7 Sept.</td>
<td>Everyday life: clergy and monks</td>
</tr>
<tr>
<td>R, 9 Sept.</td>
<td>Everyday life: nobility</td>
</tr>
<tr>
<td>T, 14 Sept.</td>
<td>Everyday life: peasants</td>
</tr>
<tr>
<td>R, 16 Sept.</td>
<td>Landscapes, faith, cultural encounters: medieval pilgrimage</td>
</tr>
<tr>
<td>T, 21 Sept.</td>
<td>Landscapes, faith, cultural encounters: medieval pilgrimage II</td>
</tr>
<tr>
<td>R, 23 Sept.</td>
<td>Putting it all together: High Medieval Europe</td>
</tr>
</tbody>
</table>

## CRUSADES

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>T, 28 Sept.</td>
<td>The Crusades I: origins</td>
</tr>
<tr>
<td>R, 30 Sept.</td>
<td>The Crusades II: views from East and West</td>
</tr>
</tbody>
</table>

- **Riley-Smith, What Were the Crusades?** Read all.
- **Tyerman, The Crusades, a Very Short Introduction.** Read all.

### CRUSADES, CONT.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>T, 5 Oct.</td>
<td>The home front, homecomings, and radical extensions of the movement</td>
<td>WebCat: The Children’s Crusade:</td>
</tr>
<tr>
<td>TBA</td>
<td>Crusades / Edgington and Lambert, <em>Gendering the Crusades</em> discussion</td>
<td>Edgington and Lambert paper due</td>
</tr>
</tbody>
</table>
Geary: St. Dominic, pp. 152-163 |

### FAITH AND NEW FOUNDATIONS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>
Geary: St. Francis, Rule, pp. 144-147  
Geary: Thomas of Cantimpré, pp. 164-166 |
| R, 14 Oct – T, 19 Oct. | FALL BREAK | |
*Abelard and Heloise paper due* |
| T, 26 Oct. | Gender, faith and high medieval thought: Abelard and Heloise | Reading TBA |
| R, 28 Oct. | MIDTERM EXAM | |

### LATE MIDDLE AGES: AD 1300-1500

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>
| T, 2 Nov. | The Twelfth Century Renaissance and medieval high culture | WebCat: Courtly Love  
WebCat: See also: Architecture |
| R, 4 Nov. | Kingdoms and order | Geary, Magna Carta, pp. 442-459  
Geary – Otto of Freising, 302-311 |
| T, 9 Nov. | Kingdoms and disorder | WebCat: Outlaws: Eustache the Monk and Hereward the Wake |
| R, 11 Nov. | Faith, new beliefs, new frontiers | WebCat: William of Rubruck  
WebCat: John of Monte Corvino on China, 1305: |
<p>| T, 16 Nov. | Crisis begins: intolerance and persecution | Geary, Jacques Fournier, Records, pp. 198-218 |
| R, 18 Nov. | The crisis hastened: the Black Death | Hatcher, <em>The Black Death</em> |
| TBA | Black Death / Epidemics discussion | Hatcher and Watts Paper due |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Reading/Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>T, 23 Nov.</td>
<td>The Black Death and the Fourteenth Century</td>
<td>Watts, <em>Epidemics and History</em></td>
</tr>
<tr>
<td>R, 25 Nov.</td>
<td><strong>THANKSGIVING HOLIDAY</strong></td>
<td><strong>LATE MIDDLE AGES: AD 1300-1500, CONT.</strong></td>
</tr>
<tr>
<td>T, 30 Nov.</td>
<td>The Fourteenth Century and medieval reform</td>
<td>WebCat: TBA</td>
</tr>
<tr>
<td>R, 2 Dec.</td>
<td>Crisis in the Church</td>
<td>WebCat: The Great Schism</td>
</tr>
<tr>
<td>T, 7 Dec.</td>
<td>Crisis, war, and the end of the Middle Ages</td>
<td>Geary: <em>Froissart, Chronicles</em>, pp. 382-407</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Geary: <em>Trial of Joan of Arc</em>, pp. 408-422</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WebCat: Johan Nider, writing on Joan of Arc</td>
</tr>
<tr>
<td>R, 9 Dec.</td>
<td>Wrapping up and review</td>
<td></td>
</tr>
<tr>
<td>Wednesday, 15 December</td>
<td><strong>RESEARCH PAPERS DUE BY 5:00</strong></td>
<td></td>
</tr>
</tbody>
</table>
When therefore he was flourishing in this blessed boyhood of his, and had attained to his eighth year [about 1140], he was entrusted to the skinners [furriers] to be taught their craft. Gifted with a teachable disposition and bringing industry to bear upon it, in a short time he far surpassed lads of his own age in the craft aforesaid, and he equaled some who had been his teachers. So leaving the country, drawn by a divine urge he betook himself to the city and lodged with a very famous master of that craft, and some time passed away. He was seldom in the country, but was occupied in the city and sedulously gave himself to the practice of his craft, and thus reached his twelfth year [1144].

Now, while he was staying in Norwich, the Jews who were settled there and required their cloaks or their robes or other garments (whether pledged to them, or their own property) to be repaired, preferred him before all other skinners. For they esteemed him to be especially fit for their work, either because they had learnt that he was guileless and skillful, or, because attracted to him by their avarice, they thought they could bargain with him for a lower price, Or, as I rather believe, because by the ordering of divine providence he had been predestined to martyrdom from the beginning of time, and gradually step by step was drawn on, and chosen to be made a mock of and to be put to death by the Jews, in scorn of the Lord's Passion, as one of little foresight, and so the more fit for them.

For I have learnt from certain Jews, who were afterwards converted to the Christian faith, how that at that time they had planned to do this very thing with some Christian, and in order to carry out their malignant purpose, at the beginning of Lent they had made; choice of the boy William, being twelve years of age and a boy of unusual innocence.

So it came to pass that when the holy boy, ignorant of the treachery that had been planned, had frequent dealings with the Jews, he was taken to task by Godwin the priest, who had the boy's aunt as his wife, and by a certain Wulward with whom he lodged and he was prohibited from going in and out among them any more But the Jews, annoyed at the thwarting of their designs, tried with all their might to patch up a new scheme of wickedness, and all the more vehemently as the day for carrying out the crime they has determined upon drew near; and the victim, which they had though they had already secured, had slipped out of their wicked hands.

Accordingly, collecting all the cunning of their crafty plots, they found-I am not sure whether he was a Christian or a Jew-a man who was a most treacherous fellow and just the fitting person for carrying out their execrable crime, and with all their might to patch up a new scheme of wickedness, and all the more vehemently as the day for carrying out the crime they has determined upon drew near; and the victim, which they had though they had already secured, had slipped out of their wicked hands.

HOW HE WAS SEDUCED BY THE JEWS' MESSENGER
At the dawn of day, on the Monday [March 20, 1144] after Palm Sunday, that detestable messenger of the Jews set out to execute the business that was committed to him, and at last the boy William, after being searched for with very great care, was found. When he was found, he got round him with cunning wordy tricks, and so deceived him with his lying promises....

HOW ON HIS GOING TO THE JEWS HE WAS TAKEN, MOCKED, AND SLAIN....
Then the boy, like an innocent lamb, was led to the slaughter. He was treated kindly by the Jews at first, and, ignorant of what was being prepared for him, he was kept till the morrow. But on the next day, which in that year was the Passover for them, after the singing of the hymns appointed for the day in the synagogue, the chiefs of the Jews.... suddenly seized hold of the boy William as he was having his dinner and in no fear of any treachery, and ill-treated him in various horrible ways. For while some of them held him behind, others opened his mouth and introduced an instrument of torture which is called a teazle [a wooden gag] and, fixing it by straps through both jaws to the back of his neck, they fastened it with a knot as tightly as it could be drawn.

But not even yet could the cruelty of the torturers be satisfied without adding even more severe pains. Having shayed his head, they stabbed it with countless thorn-points, and made the blood come horribly from the wounds they made. And so cruel were they and so eager to inflict pain that it was difficult to say whether they were more cruel or more ingenious in their tortures. For their skill in torturing kept up the strength of their cruelty and ministered arms thereto....

Conspiring, therefore, to accomplish the crime of this great and detestable malice, they next laid their blood-stained hands upon the innocent victim, and having lifted him from the ground and fastened him upon the cross, they vied with one another in their efforts to make an end of him....

But while in doing these things they were adding pang to pang and wound to wound, and yet were not able to satisfy their heartless cruelty and their inborn hatred of the Christian name, lo! after all these many and great tortures, they inflicted a frightful wound in his left side, reaching even to his inmost heart, and, as though to make an end of all, they extinguished his mortal life so far as it was in their power. And since many streams of blood were running down from all parts of his body, then, to stop the blood and to wash and close the wounds, they poured boiling water over him.

Thus then the glorious boy and martyr of Christ, William, dying the death of time in reproach of the Lord's death, but crowned with the blood of a glorious martyrdom, entered into the kingdom of glory on high to live for ever. Whose soul rejoiceth blissfully in heaven among the bright hosts of the saints, and whose body by the Omnipotence of the divine mercy worketh miracles upon earth.... [St. William after his death worked many miracles that brought streams of people to his shrine.]

As a proof of the truth and credibility of the matter we now adduce something which we have heard from the lips of Theobald, who was once a Jew, and afterwards a monk. He verily told us that in the ancient writings of his fathers it was written that the Jews, without the shedding of human blood, could neither obtain their freedom, nor could they ever return to their fatherland. [There is no such statement in Jewish law or literature.] Hence it was laid down by them in ancient times that every year they must sacrifice a Christian in some part of the world to the Most High God in scorn and contempt of Christ, that so they might avenge their sufferings on Him; inasmuch as it was because of Christ's death that they had been shut out from their own country, and were in exile as slaves in a foreign land.

Wherefore the chief men and Rabbis of the Jews who dwell in Spain assemble together at Narbonne, where the Royal seed [resides], and where they are held in the highest estimation, and they cast lots for all the countries which the Jews inhabit; and whatever country the lot falls upon, its metropolis has to carry out the same method with the other towns and cities, and the place whose lot is drawn has to fulfill the duty imposed by authority.

HIST 593.02 – MEDIEVAL EUROPE
FALL 2010

STUDENT INFORMATION
Note that this information is for instructor use only and will not be shared.

Name: ____________________________________________________________

I prefer to be called: ____________________________________________

Email (that I use): _______________________________________________

Phone: __________________________________________________________

Previous medieval coursework?

Reason for taking this course?

Disabilities / Conflicts (please inform me of any reasons which might cause you to routinely miss class (such as military, athletics, child-care, long commute) - note that official disabilities requiring assistance in class / test-taking must be reported to Student Services).

Anything else I should be aware of?
Please note: I have changed the syllabus since I first made a copy of it available to you. I have struck through readings that I have taken off the list, and bolded new ones. Replace your old syllabus with this one.

Course Description: This seminar focuses on some of the key themes of twentieth-century American history. It emphasizes developments in the field since the 1960s, particularly the broadening of topics considered “historical,” the inclusion of documents other than those emanating from state or elite sources, and renewed attention to problems of perspective and narrative. Our classes will emphasize historiography and critical reading, while enhancing your writing and research skills. Mastery of facts is of secondary importance, although I expect that all of you will amass more sheer knowledge over the course of the semester.

Course design: The course is arranged topically rather than chronologically, so I will begin each class by asking students to jointly contribute to a time line of events relevant to that topic. There are six required books for this class, that all students will read and review. In the weeks when we do not have a shared reading, students will read different books off a book list and will prepare abstracts to be emailed to the other students. Each week we will also read between 4-6 scholarly articles. Class will be discussion-based, with students taking turns to lead the discussions. I expect all students to come prepared with questions and criticisms, even when someone else is officially leading discussion.

Course Assignments: Each student will produce six book reviews and seven abstracts. Each review will account for 10% of your total grade. I will not assign a grade to the abstracts, but they will be counted as part of your participation grade. Failing to turn in an abstract will count as an absence (don’t do it!). Participation, which includes submission of abstracts, attendance, leadership of discussion and participation in discussion led by others, will also count for 10% of your grade. The final 30% will come from a major paper: a historiographic essay for those in the teaching tracks, and a research paper of professional journal quality and based on primary sources for other students. Instructions on these assignments will be provided in a separate handout.

On reading like a graduate student: If you have not yet figured out that graduate students, like their professors, no longer get to wallow in books and caress every word with their eyes, this class will help you to that realization. You will generally read articles more slowly than books, since they tend to be condensed and more of the writing must be read for decent comprehension. With monographs and edited books, work for a reading speed of 50 pages an hour. Seriously. If you do not already
do so, I recommend devising some system of note-taking and page marking, for content and argument, questions and critical comments.

**General requirements and rules:** Each class is a week of work. Don't miss class except for the most serious reasons. Note too that a serious reason for missing class does not make your absence “excused.” Some of you will be coming from work and need to eat; be neat and minimize disturbing other students. Turn off cell phones. If there is a good reason to need your cell phone on, please talk to me outside of class time. Plagiarism of anything or any sort is grounds for dismissal from your program. If you are having trouble meeting deadlines, please talk to me at once—and **before** papers are due, please. I am inclined to be sympathetic when life throws anyone a curve ball, but slackers get on my nerves. Please do not walk out of class in the middle of a session. We will have a break (15 minutes) halfway through class. If class is cancelled because of inclement weather, it will throw my syllabus into disarray but we will work something out.

**Week 1: Aug. 25: Introduction** (no reading, but don't get used to this!)


want to see a proposal for your long essay, with a paragraph detailing what you want to do and an attached bibliography of primary and secondary sources (or just the books you'll review, if you're doing the historiographic essay), separated into types, and put into the proper Turabian format. This will not be graded, but I will either approve or disapprove each topic.


Week 8: Oct. 13: Fall Break


**Week 14:** Nov. 24: Thanksgiving Break


Topics for Historiographic Essays: (note: all should focus on 20th-century US history) If there are enough books on a subtheme, these categories could be broken into smaller units.

- Radicalism or Radical Movements
- Religious History
- Consumerism
- Environmental History
- Mexican Americans/Hispanic Americans
- Cultural History
Gender History

Instructor: Alex Macaulay  
email: macaulay@email.wcu.edu
Office: 204A McKee Building  
Phone Number: 227-3497
Western Carolina University  
Office Hours: 12-5 Wednesday and by appointment

Book List:
- Victoria E. Bynum *Unruly Women*
- Mary Beth Norton, *Founding Mothers and Fathers*
- Steve Estes, *I Am a Man*
- Glenda Gilmore, *Gender and Jim Crow*
- Kristin Hoganson, *Fighting for American Manhood*
- Gail Bederman, *Manliness and Civilization*
- Lynn Hunt, *The Family Romance of the French Revolution*
- Leonore Davidoff, *Family Fortunes*
- Alice Kessler-Harris, *In Pursuit of Equity*
- Donald G. Mathews and Jane Sherron DeHart, *Sex, Gender and the Politics of ERA*

Course Requirements:

**READINGS, DISCUSSIONS AND ATTENDANCE:** The class will be geared towards discussion, with class sessions built around weekly readings. The courteous and engaged participation of each person in the class is expected. The success of this course depends on the degree of your commitment to the discussions and readings. As graduate students, you are expected to attend every class. If it looks like you will miss class, your absence must be cleared by me at least a week in advance.

**WRITING ASSIGNMENTS:** You will turn in several book reviews over the course of the semester. These reviews will be 4 to 6 pages, double spaced, 12 point font. All of you will turn in a review of Mary Beth Norton’s *Founding Mothers and Fathers*. After that, the assignments will alternate week to week with one half of the class writing book reviews and the other half of the class turning in 10 discussion questions based on the assigned readings. For your final assignment, you have the option of writing either a 20 to 25 page historiographical essay or a 20 to 25 original research paper.

**QUESTIONS:** Each week, one half of the class will turn in 10 discussion questions based on the assigned readings. You will need to submit your questions to me on the Monday before class meets so that we will have time to distribute and mull them over before the Wednesday meeting.
Class Schedule:

August 20: Introduction


September 3: Victoria Bynum, *Unruly Women*


September 24: Gail Bederman, *Manliness and Civilization*


October 15: Alice Kessler-Harris, *In Pursuit of Equity*

October 22: NO CLASS

October 29: Leonore Davidoff and Catherine Hall, *Family Fortunes*

November 5: Eileen Boris, “‘You Wouldn’t Want One of ‘Em Dancing With Your Wife’: Racialized Bodies on the Job in World War II,” *American Quarterly* 50 (March 1998): 77-108 and Steve Estes, *I Am a Man*

November 12: Donald G. Mathews and Jane Sherron DeHart, *Sex, Gender and the Politics of the ERA*

November 19: NO CLASS

November 26: NO CLASS

December 3: Last Class. Turn in final papers.
HIST 631-70
HISTORIOGRAPHY

Mon 6-8:50pm
McKee 209

Dr. Andrew Denson
McKee 203B
denson@email.wcu.edu
(828) 227-3867

Office Hours: MWF 3-5pm, or by appointment

Objectives

Welcome to HIST 631, an introductory seminar on historiography. So what is historiography? If history is the study of the past, historiography is the study of how scholars study the past and how their methods and interpretations have changed over time. We make graduate students study historiography because it provides insight into how historical knowledge is produced, helping them learn how to think, argue, and communicate like historians. In this course, students will:

- Develop an understanding of historiography as a concept and approach to the study of history
- Learn about some of the major developments of the past half-century within the academic field of history
- Encounter a variety of different models for researching and writing history
- Improve their ability to analyze historical arguments
- Improve their ability to formulate and support historical arguments

Format

As a seminar, this course emphasizes reading and discussion. I will expect you to arrive each week ready to talk about the assigned reading, while listening and responding to your classmates' comments. The writing component of the class will consist of short weekly assignments and a longer semester project. From time to time, you will be showing your writing to other students and critiquing your classmates' work.

Reading Like A Scholar

Unless you have a photographic memory, you'll never be able to remember every nuance and detail of an academic monograph. When you read, try to identify the big ideas and arguments, and then look at the way the author supports his or her positions. What are the strengths and limits of the book? What is it good for? What ideas or methods could one take from the book and apply to other topics? If you were going to teach someone about the book's topic, what elements would you use? When it comes to detail, try to identify examples that are especially illustrative of the authors' arguments or especially illustrative of your own critical response to the book.

Sometimes, one must skim. There are just too many good articles and books out there for anyone to read them all. Skim intelligently, always seeking the big arguments and the big examples.
Books

Peter Charles Hoffer, *Past Imperfect* (Public Affairs, 2007)
Paul Johnson, *Sam Patch, the Famous Jumper* (Hill and Wang, 2004)
Linda Nash, *Inescapable Ecologies* (California, 2007)
Stephanie Yuhl, *Golden Haze of Memory* (UNC, 2005)

Copies of all of these books should be available at the WCU bookstore, and the library will be placing some of them (the ones the library owns) on closed reserve during the early weeks of the semester. You can find used copies at online bookstores like Amazon (the prices are generally better at online sellers than at the university store).

Other Readings

For some weeks, you will complete shorter reading assignments, in addition to the books. These chapters and articles will be available as PDFs on WebCat or through Jstor (the online academic journal database at Jstor.org). Jstor is a subscription database, so you will need to access it using a WCU computer or through the Hunter Library website.

Why These Particular Books and Articles?

I have chosen the readings with two goals in mind. Some are meant to introduce students to several of the more significant historiographical "turns" of the last half-century – specifically, the emergence of the "New Social History," the "linguistic turn" of the 1970s and 80s, and the development of cultural history. In addition, I have selected books that represent fields within the discipline that students are likely to encounter here at WCU.

Writing

You will complete eight short writing assignments. Some will be responses to specific questions about the reading for a particular evening. Others will be critical reviews of assigned books (the review is one of the more common forms of short writing in grad school). With one exception, these assignments will be three to five pages long. I will post specific assignment sheets and evaluation guidelines on WebCat.

In addition to the short writing, you will complete a historiographical essay (around fifteen pages) on a topic of your own choice. Ideally, this should be a topic that is related to your particular interests or research area. The goal of this assignment will be to present a critical reading of the literature on your topic. I will post more detailed guidelines on WebCat early in the semester.

If you are a Public History student, you will have the option of replacing
the historiography paper with a plan for a museum exhibit. You will compile an annotated bibliography of at least five sources on museum practice and then use ideas from those books to develop an exhibit plan related to one of the topics we have discussed in class. I will post more detailed guidelines on WebCat early in the semester.

Grade Breakdown

Short Writing Assignments 50 pts each (400 total)
Project Proposal 50 pts
Semester Project 200 pts
Participation 200 pts

Total 850 pts

765-850 = A (90-100 percent)
680-764 = B (80-89 percent)
595-679 = C (70-79 percent)
0-594 = F (0-69 percent)

Seeking Help Promptly

If you find yourself falling behind or feeling overwhelmed, seek help promptly. Often students wait to find assistance until it is too late to avoid a poor grade. Schedule a meeting with me, come by during office hours, or contact one of the academic support offices, such as the writing center (227-7197) or tutoring center (227-2274). Depending on the circumstances, you may also want to consider contacting the counseling center (227-7469).

Mobile Phones, Texting, etc.

All mobile phones and other electronic communication devices must remain off during class. If your phone becomes a nuisance to me, I will lower your semester grade (especially if your ringtone is a song I don't like). The same thing goes for text messaging in class. I'd also suggest keeping them off when you come to office hours. You are welcome to use a laptop in class (now that Western lacks the money to buy paper). Just don’t use it for activities unrelated to the class while I'm trying to do history stuff.

Academic Honesty

Western Carolina University, a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes the following:

A. Cheating. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
B. Fabrication. Falsification or invention of information or citation in an academic exercise.
C. Plagiarism. Representing the words or ideas of someone else as one’s own in an academic exercise.
D. Facilitation of Academic Dishonesty. Helping or attempting to help someone else to commit an act of academic dishonesty, such as allowing another to copy information during an examination or other academic
exercise.

(Source: 2010-11 Graduate Catalog, catalog.wcu.edu)

If I find you have cheated or plagiarized, I will give you an F for the course (you will not be able to withdraw). I will also report the violation to university administrators for further action.

Accommodations for Students with Disabilities

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office’s website: http://www.wcu.edu/12789.asp

Semester Schedule

I. HISTORY AND HISTORIOGRAPHY

AUG 23  Course Introduction
Reading: Paul Johnson, Sam Patch, the Famous Jumper

AUG 30  History and the Public
Reading: Peter Charles Hoffer, Past Imperfect
*Writing: Public Obligations*

SEP 6  NO CLASS

II. HISTORIOGRAPHICAL TURNS

SEP 13  The New(ish) Social History
Reading: Sean Wilentz, Chants Democratic; Alice Kessler-Harris, "Social History," from Foner, ed., The New American History (WebCat); Charles Tilly, "Retrieving European Lives" in Zunz, ed., Reliving the Past (WebCat)
*Writing: One Good Sentence*

SEP 20  Language and Culture (or the Spirit of '73)
Reading: Robert Darnton, "The Great Cat Massacre" (WebCat); Clifford Geertz, "Thick Description: Toward an Interpretive Theory of Culture" (WebCat); Hayden White, Introduction, Metahistory (WebCat)
*Writing: Two Approaches to Workers' History*

SEP 27  Cultural History
Reading: James W. Cook, Arts of Deception; James Cook and Lawrence Glickman, "Twelve Propositions for a History of US Cultural History," in Cook, Glickman, and O'Malley, eds., The Cultural Turn in US History (WebCat)
*Writing: A Successful Review*
III. MODELS AND METHODS

OCT 4 Discourse and Identity
*Writing: Critical Review*

OCT 11 Political History after the Cultural Turn
*Writing: Project Proposal*

OCT 18 NO CLASS

OCT 25 Indigenous Perspectives
Daniel Richter, Facing East from Indian Country; Claudio Saunt, "Go West: Mapping Early American Historiography," William and Mary Quarterly 65 (Oct 2008), 745-778 (WebCat)
*Writing: Critical Review*

NOV 1 Atlantic World
*Writing: The Slave Ship as Atlantic History*

NOV 8 Borderlands
Reading: Karl Jacoby, Shadows at Dawn
*Writing: Critical Review*

NOV 15 Environment

NOV 22 Race and Identity
Reading: Melinda Maynor Lowery, Lumbee Indians in the Jim Crow South; Ariel Gross, "Common Sense of Race," from What Blood Won't Tell (WebCat)

NOV 29 Public Memory
Stephanie Yuhl, Golden Haze of Memory; David Glassberg, "Public History and the Study of Memory," Public Historian 18 (Spring 1996), 7-23 (WebCat)

DEC 6 *PROJECTS DUE*
Book List:

- C. Vann Woodward, *Thinking Back*
- Carlo Ginzburg, *The Cheese and the Worms*
- Eric Foner, *The Story of American Freedom*
- E.P. Thompson, *The Making of the English Working Class*
- Bryant Simon, *The Fabric of Defeat*
- Gail Bederman, *Manliness and Civilization*
- Claudio Saunt, *Black, White and Indian*
- Lynn Hunt, *The Family Romance of the French Revolution*
- Richard White, *The Middle Ground*
- James Goodman, *Stories from Scottsboro*
- Jonathan Demos, *The Unredeemed Captive*
- Eric Hobsbawm, ed., *The Invention of Tradition*
- Stephanie Yuhl, *The Golden Haze of Memory*

Course Description:

This course serves as an introduction to graduate level historical thought, theory and methodology. This is not a facts based course. As graduate students, you should already have a solid historical understanding of what has happened and when it has happened. This class is more concerned with how and why historians have chosen, analyzed, organized, and presented certain “facts” to better our understanding of the past. We will analyze their methodology, evaluate the effectiveness of their arguments, and discuss their ideological approach to the subjects at hand. We will debate the strengths and weaknesses of the way they chose to organize and present their ideas. All this will help you to further develop your scholarly ideas, beliefs, and styles and then apply them to your own historical research.

Course Requirements:

READINGS, DISCUSSIONS AND ATTENDANCE: The class will be geared towards discussion, with each class session built around the weekly readings. In addition to the books listed above, you will also read several articles. All but the Barbara Fields essay and the Susan Douglas excerpts are accessible through J-Stor, so I will supply you with copies of those two. The courteous and engaged participation of each person in the class is expected. The success of this course depends on the degree of your commitment to the discussions and readings. As graduate students, you are expected to attend every class. If it looks like you will miss class, your absence must be cleared by me at least a week in advance. In most cases, you will be required to turn in an extra assignment to make up for your absence. If you miss three classes, you will fail the course. Exceptions to this policy will be made for absences due to bad weather conditions.

WRITTEN ASSIGNMENTS: You will turn in several analytical book reviews over the course of the semester. These reviews will be 4 to 6 pages, double spaced, 12 point font. All of you will turn in
reviews of C. Vann Woodward’s *Thinking Back*, Carlo Ginzburg’s *The Cheese and the Worms*, and Eric Foner’s *The Story of American Freedom*. Beginning September 21, the assignments will alternate week to week with one half of the class writing book reviews and the other half of the class turning in 10 discussion questions based on the assigned readings.

For your final assignment you will turn in an 18 to 25 page original research project based on primary and secondary sources. This final project can be the foundation of your thesis proposal, a paper you plan to present at a conference or publish in a journal, or a detailed, narrative description of a proposed public history exhibit.

QUESTIONS: Beginning with week three (September 7), one half of the class will turn in 10 discussion questions based on the assigned readings. You will need to submit your questions to me by 3 PM on the Monday before class meets so that we will have time to distribute and mull them over before we meet on Tuesday. Take these questions seriously. Your submissions will be evaluated for both their clarity and thoughtfulness. I will not accept them after 3 PM Monday and your grade will suffer if you fail to turn them in.

August 24: Introduction


September 7: Carlo Ginzburg, *The Cheese and the Worms*

QUESTIONs – GROUP 1


QUESTIONS – GROUP 2


QUESTIONS – GROUP ONE

ANALYTICAL BOOK REVIEW – GROUP TWO

September 28: Bryant Simon, *The Fabric of Defeat*

QUESTIONS – GROUP TWO

ANALYTICAL BOOK REVIEW – GROUP ONE


QUESTIONS – GROUP ONE

ANALYTICAL BOOK REVIEW- GROUP TWO

QUESTIONS – GROUP TWO
ANALYTICAL BOOK REVIEW – GROUP ONE

TURN IN PROJECT PROPOSAL AND BIBLIOGRAPHY

October 19: NO CLASS


QUESTIONS – GROUP ONE
ANALYTICAL BOOK REVIEW – GROUP TWO


QUESTIONS – GROUP TWO
ANALYTICAL BOOK REVIEW – GROUP ONE

November 9: James Goodman, *Stories From Scottsboro*

QUESTIONS – GROUP ONE
ANALYTICAL BOOK REVIEW – GROUP TWO

November 16: Jonathan Demos, *The Unredeemed Captive*

QUESTIONS – GROUP TWO
ANALYTICAL BOOK REVIEW – GROUP ONE

November 23: Eric Hobsbawm, *The Invention of Tradition*

QUESTIONS – GROUP ONE
ANALYTICAL BOOK REVIEW – GROUP TWO


QUESTIONS – GROUP TWO
ANALYTICAL BOOK REVIEW – GROUP ONE

December 7: NO CLASS

December 14: TURN IN FINAL PROJECT
Welcome to HIST 633, an introductory seminar on historiography and its applications to social science education. So what is historiography? If history is the study of the past, historiography is the study of how scholars study the past and how their methods and interpretations have changed over time. We make education grad students study historiography because it provides insight into how historical knowledge is produced, helping them learn how to think, argue, and communicate like historians. This, in turn, helps them to become better teachers. In this course, students will:

- Develop an understanding of historiography as a concept and approach to the study of history
- Learn about some of the major developments of the past half-century within the academic field of history and consider their implications for social science education
- Encounter a variety of different models for researching and writing history and consider ways in which these models can be incorporated into the classroom
- Improve their ability to analyze historical arguments
- Improve their ability to formulate and support historical arguments

As a seminar, this course emphasizes reading and discussion. I will expect you to arrive each week ready to talk about the assigned reading and to listen and respond to your classmates' comments. The writing component of the class will consist of short weekly assignments and a longer semester project. From time to time, you will be showing your writing to other students and critiquing your classmates' work.

Unless you have a photographic memory, you'll never be able to remember every nuance and detail of an academic monograph. When you read, try to identify the big ideas and arguments, and then look at the way the author supports his or her positions. What are the strengths and limits of the book? What is it good for? What ideas or methods could one take from the book and apply to other topics? If you were going to teach someone about the book's topic, what elements would you use? When it comes to detail, try to identify examples that are especially illustrative of the authors' arguments or especially illustrative of your own critical response to the book.
Sometimes, one must skim. There are just too many good articles and books out there for anyone to read them all. Skim intelligently, always seeking the big arguments and the big examples.

Books

Gail Bederman, Manliness and Civilization (Chicago, 1996)
James W. Cook, Arts of Deception (Harvard, 2001)
Peter Charles Hoffer, Past Imperfect (Public Affairs, 2007)
Karl Jacoby, Shadows at Dawn (Penguin, 2008)
Paul Johnson, Sam Patch, the Famous Jumper (Hill and Wang, 2004)
Malinda Maynor Lowery, Lumbee Indians in the Jim Crow South (UNC, 2010)
Linda Nash, Inescapable Ecologies (California, 2007)
Marcus Rediker, The Slave Ship (Penguin, 2008)
Daniel Richter, Facing East from Indian Country (Harvard, 2003)
Sean Wilentz, Chants Democratic (Oxford, 1984)
Gordon S. Wood Radicalism of the American Revolution (Vintage, 1993)
Stephanie Yuhl, Golden Haze of Memory (UNC, 2005)

Copies of all of these books should be available at the WCU bookstore, and the library will be placing some of them (the ones the library owns) on closed reserve during the early weeks of the semester. You can find used copies at online bookstores like Amazon (the prices are generally better at online sellers than at the university store).

Other Readings

For some weeks, you will complete shorter reading assignments, in addition to the books. These chapters and articles will be available as PDFs on WebCat or through Jstor (the online academic journal database at Jstor.org). Jstor is a subscription database, so you will need to access it using a WCU computer or through the Hunter Library website.

Why These Particular Books and Articles?

I have chosen the readings with two goals in mind. Some are meant to introduce students to several of the more significant historiographical "turns" of the last half-century - specifically, the emergence of the "New Social History," the "linguistic turn" of the 1970s and 80s, and the development of cultural history. In addition, I have selected books that represent fields within the discipline that students are likely to encounter here at WCU.

Writing

You will complete eight short writing assignments. Some will be responses to specific questions about the reading for a particular evening. Others will be critical reviews of assigned books (the review is one of the more common forms of short writing in grad school). With one exception, these assignments will be three to five pages long. I will post specific assignment sheets and evaluation guidelines on WebCat.

In addition to the short writing, you will complete a lesson-plan project related to your teaching field. You will compile an annotated bibliography of at least five sources on teaching social sciences. You will then use ideas from these works to develop lesson plans on three topics broadly
related to subjects we have discussed this semester. The lesson plans should be applicable to your classes. I will post more detailed guidelines, along with an example or two, on WebCat early in the semester. (I stole this assignment from Dr. McRae, in case you're wondering.)

**Grade Breakdown**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Writing Assignments</td>
<td>50 pts each (400 total)</td>
</tr>
<tr>
<td>Project Proposal</td>
<td>50 pts</td>
</tr>
<tr>
<td>Semester Project</td>
<td>200 pts</td>
</tr>
<tr>
<td>Participation</td>
<td>200 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>850 pts</td>
</tr>
</tbody>
</table>

765-850 = A (90-100 percent)
680-764 = B (80-89 percent)
595-679 = C (70-79 percent)
0-594 = F (0-69 percent)

**Seeking Help Promptly**

If you find yourself falling behind or feeling overwhelmed, seek help promptly. Often students wait to find assistance until it is too late to avoid a poor grade. Schedule a meeting with me, come by during office hours, or contact one of the academic support offices, such as the writing center (227-7197) or tutoring center (227-2274). Depending on the circumstances, you may also want to consider contacting the counseling center (227-7469).

**Mobile Phones, Texting, etc.**

All mobile phones and other electronic communication devices must remain off during class. If your phone becomes a nuisance to me, I will lower your semester grade (especially if your ringtone is a song I don't like). The same thing goes for text messaging in class. I'd also suggest keeping them off when you come to office hours. You are welcome to use a laptop in class (now that Western lacks the money to buy paper). Just don’t use it for activities unrelated to the class while I'm trying to do history stuff.

**Academic Honesty**

Western Carolina University, a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes the following:

A. Cheating. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
B. Fabrication. Falsification or invention of information or citation in an academic exercise.
C. Plagiarism. Representing the words or ideas of someone else as one’s own in an academic exercise.
D. Facilitation of Academic Dishonesty. Helping or attempting to help someone else to commit an act of academic dishonesty, such as allowing another to copy information during an examination or other academic exercise.
If I find you have cheated or plagiarized, I will give you an F for the course (you will not be able to withdraw). I will also report the violation to university administrators for further action.

**Accommodations for Students with Disabilities**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office’s website: [http://www.wcu.edu/12789.asp](http://www.wcu.edu/12789.asp)

**Semester Schedule**

I. HISTORY AND HISTORIOGRAPHY

**AUG 23**
Course Introduction
Reading: Paul Johnson, *Sam Patch, the Famous Jumper*

**AUG 30**
History and the Public
Reading: Peter Charles Hoffer, *Past Imperfect*
*Writing: Public Obligations*

**SEP 6**
NO CLASS

II. HISTORIOGRAPHICAL TURNS

**SEP 13**
The New(ish) Social History
*Writing: One Good Sentence*

**SEP 20**
Language and Culture (or the Spirit of '73)
Reading: Robert Darnton, "The Great Cat Massacre" (WebCat); Clifford Geertz, "Thick Description: Toward an Interpretive Theory of Culture" (WebCat); Hayden White, Introduction, *Metahistory* (WebCat)
*Writing: Two Approaches to Workers' History*

**SEP 27**
Cultural History
*Writing: A Successful Review*
OCT 4  Discourse and Identity
*Writing: Critical Review*

III. MODELS AND METHODS

OCT 11  Political History after the Cultural Turn
*Writing: Project Proposal*

OCT 18  NO CLASS

OCT 25  Indigenous Perspectives
Daniel Richter, *Facing East from Indian Country*; Claudio Saunt, Claudio Saunt, "Go West: Mapping Early American Historiography," *William and Mary Quarterly* 65 (Oct 2008), 745-778 (WebCat)
*Writing: Critical Review*

NOV 1  Atlantic World
*Writing: The Slave Ship as Atlantic History*

NOV 8  Borderlands
Reading: Karl Jacoby, *Shadows at Dawn*
*Writing: Critical Review*

NOV 15  Environment

NOV 22  Race and Identity

NOV 29  Public Memory
Stephanie Yuhl, *Golden Haze of Memory*; David Glassberg, "Public History and the Study of Memory," *Public Historian* 18 (Spring 1996), 7-23 (WebCat)

DEC 6  *PROJECTS DUE*
Readings in Southern History

Instructor: Alex Macaulay
email: macaulay@email.wcu.edu
Office: 204A McKee Building
Phone Number: 227-3497
Western Carolina University

Book List:
- W.J. Cash, *The Mind of the South*
- William Dusinberre, *Them Dark Days*
- Steve Kantrowitz, *Ben Tillman and the Reconstruction of White Supremacy*
- Glenda Gilmore, *Gender and Jim Crow*
- Patrick Huber, *Linthead Stomp*
- Charles Payne, *I’ve Got the Light of Freedom*
- Leon Fink, *The Maya of Morganton*
- John Inscoe, *Writing the South Through the Self*

Course Requirements:

READINGS, DISCUSSIONS AND ATTENDANCE: The class will be geared towards discussion, with class sessions built around the assigned readings. The courteous and engaged participation of each person in the class is expected. The success of this course will almost certainly depend on the degree of your commitment to the discussions and readings. As graduate students, you are expected to attend every class. If it looks like you will miss class, your absence must be cleared by me at least a week in advance.

WRITING ASSIGNMENTS: Over the course of the summer, you will turn in four book reviews apiece. As a nod to the democratic trappings of the American political process, I will do my best to let each of you choose which books you want to review. If conflicts arise, however, the true dictatorial nature of the class will emerge and I will settle the matter by decree. Three of the reviews will be 4 to 6 pages, double spaced, 12 point font. One of the skills you will need to develop as a historian is writing concise reviews for scholarly journals. Therefore, one of the four reviews will not exceed 600 words. Your final assignment will consist of a 15 page historiographical or original research essay on a topic of your choosing.

CHAIRPERSONSHIP: Each student will chair our discussion of one work. The chair’s responsibilities will be to set the context for our discussion, introducing key themes and problems raised in the readings. To jump-start the class, the chair must provide me with a list of questions/things to think about that I will then forward to the rest of the class. You will need to submit your questions to me on the Monday before class meets so that the class will have plenty of time to mull them over before the Wednesday meeting.
Class Schedule:

JUNE 1: Introduction and W.J. Cash, *The Mind of the South*

JUNE 8: NO CLASS

JUNE 15: William Dusinberre, *Them Dark Days*

JUNE 22: Steve Kantrowitz, *Ben Tillman and the Reconstruction of White Supremacy*

OR Glenda Gilmore, *Gender and Jim Crow*

JUNE 29: NO CLASS

JULY 6: Patrick Huber, *Linthead Stomp*

JULY 13: Charles Payne, *I’ve Got the Light of Freedom*

JULY 20: Leon Fink, *The Maya of Morganton*

JULY 27: John C. Inscoe, *Writing the South Through the Self*

AUGUST 3: Turn in Final Papers
**HIST 680-01: Revolutionary Era, 1763-1800**

**Info**

*Professor:* Hunt Boulware  
*Office:* 204B, McKee  
*Email:* hboulware@email.wcu.edu  
*Phone:* (828) 227-2696

**Required Readings**


**Grading**

*Book Reviews: (80%):*  
The purpose of a scholarly book review is not simply to summarize the content of the book, but to critically evaluate the author's purpose, thesis, contentions, and sources. All papers should be typed, double-spaced, stapled, and no less than three pages in length (standard font and margins).

*Research paper (20%)*  
You are to write a research paper on a topic of your choice related to early America. This essay must be no less than 15 pages.  
*Due by Dec 9*
Class Schedule

(Due by Sept 2) Bernard Bailyn, *The Ideological of the American Revolution*

(Due by Sept 16) Gordon Wood, *The Radicalism of the American Revolution*

(Due by Sept 30) Alfred Young, *The Shoemaker and the Tea Party: Memory and the American Revolution*

(Due by Oct 14) David McCullough, *1776*

(Due by Oct 28) David Hackett Fischer, *Washington’s Crossing*

(Due by Nov 11) Carol Berkin, *Revolutionary Mothers: Women in the Struggle for America's Independence*

(Due by Nov 25) Gary Nash, *The Forgotten Fifth: African Americans in the Age of Revolution*

(Due by Dec 9) Joseph Ellis, *Founding Brothers*

Other

My door is always open, so please contact me with any issues, concerns, or ideas you have.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

Academic Honesty Policy

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. **Cheating**—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. **Fabrication**—Intentional falsification of information or citation in an academic exercise.

c. **Plagiarism**—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.

d. **Facilitation of Academic Dishonesty**—Intentionally or knowingly helping
or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head, and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction.
Welcome to HIST 693: The Atlantic World! What exactly is the “Atlantic World”? The field of Atlantic history has generated much interest, particularly in the last decade. In general terms, Atlantic history seeks to understand and integrate the histories of at least four continents—Africa, Europe, North and South America, over a span of time, although the parameters of the field are still debated by scholars.

Course Objectives:
- Explore historical works that examine society, economics, race, gender, ecology, politics, etc.
- Analyze, explain, and discuss new and seminal works that address the Atlantic world and interpret these studies through creating book reviews and questions for class discussion
- Formulate your own theses based on an understanding and interpretation of these historical studies
- Expand your historiographical background in order to prepare for your written graduate exams
- Construct a historiography of various time periods and locations in order to add an Atlantic depth and perspective to your existing historical knowledge
- Compare and contrast the Atlantic perspective brought by each of these scholars with that of single-location-based scholarship and critique the strengths and weaknesses of the Atlantic history approach
- Evaluate the sources used by each scholar to determine their strengths, weaknesses and biases and recommend other ways in which the same sources could be used for a different study / perspective
- Develop your own Atlantic perspective for your future thesis/dissertation?

REQUIRED TEXTS (10, in order of use):
  ISBN: 978-0674016880

  ISBN: 978-0195320343 (also available on Kindle)
REQUIRED TEXTS (Continued):


Attendance / Discussion: This course requires attendance for every class. If you must miss a class, please contact me ahead of time. Due to the small size of the seminar group, the contribution of each and every member of the class is essential. You must have read the assigned text and distributed discussion questions, completed the weekly assignment (discussed in detail below) in advance, and be prepared to discuss. Those who do not come to class prepared and do not participate regularly will not pass the course. Everyone's opinion matters and is valued—don’t be shy!

Reviews: 5 book reviews, 4-6 pages, standard formatting (double space, 10-12 point font, Times New Roman or similar font, but NOT Courier), due on Wednesday in class. The review must conform to generally accepted standards for professional book reviews. In essence, this means that the review should briefly address the book’s content (without being a book report) and analyze its thesis. The main focus, however, should be to explain how the author’s argument fits into/adds to the existing historiography, and assess the work’s sources. If you disagree with the author’s thesis, challenge the types of sources used, or anything else, don’t hesitate to make your case! The review should be a thorough critique of the work’s positive and negative attributes.

All students will write reviews for Green and Morgan, eds. *Atlantic History: A Critical Appraisal*, and Linebaugh and Rediker, *The Man-Headed Hydra*. You will not write a review on every book. Instead, in week 1, the class will be divided into 2 groups, A and B. Generally speaking, on the weeks when Group A writes a review, Group B will submit discussion questions, and vice versa. Please see course calendar for specific instructions/dates for each group.

Discussion Questions: 5 sets of 10 questions. All students will write 10 questions on Bailyn’s *Atlantic History,* assigned for week 2, but this exercise will be ungraded. The 5 sets of substantial, discussion-provoking questions will be written...
during the weeks when you are not writing reviews. Questions must be submitted to me via email as an attachment or in hard copy in my mailbox (please include your name) on the Monday prior to class, by no later than 5 PM. Selected questions, used to assist in facilitating discussion, will be distributed via email on Tuesday. Everyone is expected to review the questions and be prepared to discuss the text and issues addressed in the discussion questions when we meet on Wednesday evenings.

**Discussion Leader:** On the first night of class, you will choose one (1) night to serve as discussion leader. On your assigned date, you should be prepared to introduce the evening’s work in a 10-15 minute presentation. You should outline the work’s strengths, weaknesses, issues and thesis, and indicate how this study fits into the overall larger historiography of this time period, region, or topic. Additionally, you will help lead discussion. Your instructor will submit all of the class’s questions to you by noon on Tuesday, and you will choose your own set of questions for discussion. Resubmit them to your instructor no later than Tuesday at 8 pm. Your professionalism and ability to inform and direct the class in an appropriate and thought-provoking historical discussion will count toward your participation grade.

**Research Paper or Historiographical Essay:** 20-25 pages, historiographical OR original, primary research. You may choose any time period or geographical location, and comparative approaches are encouraged. Please feel free to stop by to discuss your topic, bibliography, the historiography, or research. You must submit a short written proposal (1 page max.) of your topic and selected works you will discuss (if a historiographical paper) or description of sources you will use (if primary research) for approval / suggestions. **Topic due:** February 1 & **Paper due:** April 25.

**Late Papers:** Papers are due on the date listed on this syllabus. You will be penalized 10 points for each day it is late. Late is defined as after class begins on the due date. Emergency exceptions will be handled on a case-by-case basis.

**Grading and Grading Scale:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Reviews (5 total @ 60 each)</td>
<td>300</td>
</tr>
<tr>
<td>Discussion Questions (5 total @ 20 each)</td>
<td>100</td>
</tr>
<tr>
<td>Research Paper</td>
<td>400</td>
</tr>
<tr>
<td>Participation</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
</tr>
</tbody>
</table>

The grading scale is based on total points. I reserve the right to adjust grades upward as much as 30 points (out of 1000) to reward outstanding improvement, performance, or contributions to class discussions.

A= 900-1000       B= 800-899       C= 700-799       F= below 699

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

**Plagiarism and Academic Honesty:** All work that you turn in or present, either verbally or in writing, must be your own. Plagiarism and any other form of academic dishonesty, including submitting the same paper for two courses or illegitimate use of websites, will result in failure of the course and referral to the dean or university judicial system for additional disciplinary action. Please consult the Graduate Studies catalog for further information.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Read</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 11</td>
<td>Introduction to HIST 693: Atlantic History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 18</td>
<td>The Creation of an Atlantic World, part 1</td>
<td>Bernard Bailyn, <em>Atlantic History: Contour and Concepts</em></td>
<td>All, discussion questions</td>
</tr>
<tr>
<td>Jan 25</td>
<td>The Atlantic World</td>
<td>Greene and Morgan, eds. <em>Atlantic History: A Critical Appraisal</em></td>
<td>All, review</td>
</tr>
<tr>
<td>Feb 1</td>
<td>Commodities in the Atlantic World, part 1</td>
<td>Norton, <em>Sacred Gifts, Profane Pleasures</em></td>
<td>Group A, questions; Group B, review</td>
</tr>
<tr>
<td>Feb 8</td>
<td>Commodities in the Atlantic World, part 2</td>
<td>Breen, <em>The Marketplace of Revolution</em></td>
<td>Group A, review; Group B, questions</td>
</tr>
<tr>
<td>Feb 22</td>
<td>The Sea and the Atlantic World, Part 2</td>
<td>Linebaugh and Rediker, <em>The Many-Headed Hydra</em></td>
<td>All, review</td>
</tr>
<tr>
<td>Feb 29</td>
<td>No Class -- Midterm Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 7</td>
<td>The African Diaspora in Atlantic History, Part 1</td>
<td>Sweet, <em>Recreating Africa</em></td>
<td>Group A, review; Group B, questions</td>
</tr>
<tr>
<td>Mar 14</td>
<td>The African Diaspora in Atlantic History, Part 2</td>
<td>Peterson, ed. <em>Abolitionism and Imperialism</em></td>
<td>Group A, questions; Group B, review</td>
</tr>
<tr>
<td>Mar 21</td>
<td>No Class</td>
<td></td>
<td>Work on papers; office hours or appointment with instructor</td>
</tr>
<tr>
<td>Mar 28</td>
<td>The Haitian Revolution</td>
<td>Dubois, <em>Avengers of the New World: The Story of the Haitian Revolution</em></td>
<td>Group A, review; Group B, questions</td>
</tr>
<tr>
<td>Apr 4</td>
<td>No Class—Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 11</td>
<td>The Haitian Revolution and Its Impact in the Atlantic World</td>
<td>Hunt, <em>Haiti’s Influence on Antebellum America</em></td>
<td>All, questions</td>
</tr>
<tr>
<td>Apr 18</td>
<td>No Class</td>
<td></td>
<td>Work on papers; Office hours or appointment with instructor</td>
</tr>
</tbody>
</table>
HIST 693-70  
Problems in Native American History  
M 6-8:50, McKee 209

Dr. Andrew Denson  
McKee 203B  
denson@email.wcu.edu  
(828) 227-3867

Office Hours: MW 3-5pm, TR 3:30-5pm, or by appointment

Objectives

Welcome to Hist 693, a graduate seminar on Native American history. My goals for the course are (1) to introduce students to Indian history as an academic field, (2) to discuss some of the major questions in the literature on Native American history, (3) to examine some of the methodological issues raised by this literature, and (4) to provide multiple opportunities for students to exercise and improve their skills at critical reading, textual analysis, and written and verbal communication.

Class Format

This course emphasizes reading and discussion. I'll do a little bit of lecturing, but that should be the exception rather than the rule. The writing component of the class will consist of short weekly essays (three or four pages) and a longer historiography paper (fifteen pages). You will not have a research project, but many of the short weekly writing assignments will involve working with primary sources. Your main goals for this class should be to read well and to come to our meetings prepared to discuss each week's issues and material. The reading load will be hefty, but, on the other hand, you will not be writing long research papers or taking exams.

Reading Like a Scholar

Unless you have a photographic memory, you'll never be able to remember every nuance and detail of an academic monograph. When you read, try to identify the big ideas and arguments, and then look at the way the author supports his or her positions. What are the strengths and limits of the book? What is it good for? What ideas or methods could one take from the book and apply to other topics? If you were going to teach someone about the book's topic, what elements would you use? When it comes to detail, try to identify examples that are especially illustrative of the authors' arguments or especially illustrative of your own critical response to the book.

Sometimes, one must skim. There are just too many good articles and books out there for anyone to read them all. Skim intelligently, always seeking the big arguments and the big examples.
Books


All of these are available at the bookstore. Consider looking around online for lower prices. I will also put them on reserve at Hunter Library within the first week of the semester.

Please note that many assignments will include essays, articles, and book chapters. You will access these through JSTOR or download PDF copies that I will place on WebCat.

**Leading Discussion**

You will be required to lead one discussion, in partnership with another student. Find a partner, and then select a week when you think you'll be able to pay extra attention to the reading. At your selected meeting, you and your partner will start by giving a short description of that week's reading (five or ten minutes should do), identifying what you consider to be the major arguments and issues. You will then launch discussion by asking your fellow students a few well-chosen interpretive questions. You should provide me with a list of potential discussion questions. Otherwise, you do not need to write anything for this assignment.

**Writing**

You will complete 8 short writing assignments. These will take two forms. Some will be responses to specific questions about the reading for that evening. The rest will ask you to examine particular groups of primary sources and to think about how one might use them. These assignments will be three or four pages long. I will post specific assignment sheets and evaluation guidelines on WebCat.

You will also write a historiographical essay (about fifteen pages) on a topic of your own choice. Ideally, this should be a topic that is related to your particular interests or research area. The goal of this assignment will be to present a critical reading of the literature on your topic. You will work on this project for a good portion of the semester, and you will present your work to your fellow students. As part of the presentation, you will provide an annotated list of key books and essays designed to introduce your fellow students to the topic and to help them apply Native American history to their preparations for comprehensive exams.
We will be discussing possible historiography topics in class, and, of course, you are welcome to see me individually to discuss the project. You should give me a proposal for the project and a bibliography no later than Feb 8. The paper itself is due no later than Apr 16 (this is a Friday - I want to make sure you can finish the paper and still have time for the next class's reading). Presentations will be made during the last few meetings and during the final exam period.

I will place more specific assignment sheets and evaluation guidelines on WebCat early in the semester.

Peer Evaluation

At the end of the semester, you will have a chance to evaluate the other graduate students' contributions, and these evaluations will factor into the semester grades. Please note that you will not be able to give everyone an A - I will force you to differentiate among your fellow students.

Semester Grade Breakdown

Short Writing - 20 pts each / 160 pts
Leading Discussion - 40 pts
Historiography Proposal - 50 pts
Historiography Presentation - 50 pts
Historiography Paper - 200 pts
Peer Evaluation - 100 pts
(Students evaluate one another)
Participation - 100 pts
(I evaluate students)

Semester Total - 700

Grades:

A  630-700
B  560-629
C  490-559
F  0-498

Seeking Help Promptly

If you find yourself falling behind or feeling overwhelmed, seek help promptly. Often students wait to find assistance until it is too late to avoid a poor grade. Schedule a meeting with me, come by during office hours, or contact one of the academic support offices, such as the writing center (227-7197) or tutoring center (227-2274). Depending on the circumstances, you may also want to consider contacting the counseling center (227-7469).

Mobile Phones, Texting, etc.

All mobile phones, pagers, and other electronic communication devices must remain off during class. If your phone or pager becomes a nuisance to me, I will lower your semester grade. If trouble persists, I will ask you to withdraw from the class. The same thing goes for text messaging in class. I'd also suggest keeping them off when you come to office hours. You are welcome to use a laptop in class (especially now that Western lacks the money
to buy paper). Just don’t use it for activities unrelated to the class while I'm trying to discuss Native American history stuff.

**Academic Honesty**

Western Carolina University, a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at WCU because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes the following:

A. Cheating. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
B. Fabrication. Falsification or invention of information or citation in an academic exercise.
C. Plagiarism. Representing the words or ideas of someone else as one’s own in an academic exercise.
D. Facilitation of Academic Dishonesty. Helping or attempting to help someone else to commit an act of academic dishonesty, such as allowing another to copy information during an examination or other academic exercise.

(Source: 2009-2010 Graduate Catalog, [catalog.wcu.edu](http://catalog.wcu.edu))

If I find you have cheated or plagiarized, I will give you an F for the course (you will not be able to withdraw). I will also report the violation to my department head, who may recommend taking the matter to the college dean and the student affairs office for further action.

**Accommodations for Students with Disabilities**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716, [lalexis@wcu.edu](mailto:lalexis@wcu.edu) or 144 Killian Annex.

**Semester Schedule**

**Jan 11**

**Course Introduction**

R. David Edmunds, "Native Americans, New Voices," American Historical Review 100 (Jun 1993), 717-740. JSTOR


Claudio Saunt, "Go West: Mapping Early American Historiography," William and Mary Quarterly 65 (Oct 2008), 745-778. PDF on WebCat

Jan 18  NO CLASS (MLK)

Jan 25  **Ancient America / Constructing "Baselines"**
Theda Perdue, Cherokee Women: Gender and Culture Change, 1700-1835 (Lincoln: University of Nebraska Press, 1998), 13-59. PDF on WebCat

Writing: Cultural "Baselines" in Native American Histories

Feb 1  **Contact**

Mallios, Deadly Politics of Giving
Bruce Trigger, "Early Native North American Responses to European Contact," *Journal of American History* 77 (Mar 1991), 1195-1215. JSTOR

Writing: The Jesuit Relations as Contact-Era Sources

Feb 8  **Southeastern Shatter Zone**

*Historiography Proposals Due*

Feb 15  **Colonial Borderlands I**
White, *The Middle Ground*

Feb 22  **Colonial Borderlands II**
Hamalainen, *Comanche Empire*

Writing: The Borderland Concept

Mar 1  **Community**
Piker, Okfuskee

Writing: Diplomatic Records
Mar 8  
**Race and Family**
Miles, Ties that Bind
Theda Perdue, "Race and Culture: Writing the Ethnohistory of the Early South," *Ethnohistory* 51 (Fall 2004), 701-723.

Writing: Race in Southeastern Indian History

Mar 15  
**Native American History as Women's History**

Writing: Finding Native Women in Euro-American Documents

Mar 22  
**The Assimilation Policy Era**
Lomawaima, *They Called It Prairie Light*
Andrew Denson, *Demanding the Cherokee Nation: Indian Autonomy and American Culture* (Lincoln: University of Nebraska Press, 2004), 201-241. PDF on WebCat

Writing: Boarding School Documents

Mar 29  
NO CLASS (SPRING BREAK)

Apr 5  
"The Indian" in American Culture
Philip Deloria, *Playing Indian*

Apr 12  
**Political Revivals**
Wilkinson, *Blood Struggle*

Writing: Native Political Revival and US Historical Synthesis

*Historiography Essays due Apr 16*
Apr 19  **Alternatives: Places, Names, and Narratives**
Basso, *Wisdom Sits in Places*

*Historiography Presentations*

Apr 26  **Alternatives: "Dialogic" History, New Tribal Histories**

*Historiography Presentations*

May 3  *Historiography Presentations*
History 693

Problems in History: 19th Century America

McKee 209
6:00-8:50 W
Fall 2010

Professor: Dr. Richard D. Starnes
Office/Office Hours: McKee 226 8-9 MTWR and By Appointment
Telephone: 227-3910
E-Mail: starnes@email.wcu.edu

Welcome to History 693, Problems in History: 19th Century America! This course explores the history and historiography of this pivotal period in the American experience.

Course Objectives:

a. Examine the history 19th Century America.
b. Evaluate the major themes in relevant historiography.
c. Examine the causal forces that shaped the history of this period.
d. Develop research, critical analysis, and writing skills.

Class Presentation: This course will investigate 19th Century America through a seminar approach that focuses on the exchange of ideas based on readings and individual analysis.

Expectations: What can you expect of me? I'm here to help you learn. If you need help, let me know, and I'll do my best to make sure you understand course material and do well in our class. I'll come to class prepared, grade you as fairly as I can (but remember, I am not infallible), and I'll try to make our class stimulating, fun, and create an environment in which all can learn. From you, I expect you to take responsibility for learning independently. That means come to class prepared, bring discussion questions to class, participate once you’re there, and dedicate time for our class assignments. If you do those things, you will be successful, and the class will be too. Let's work together to have a good class!

Class Participation: I expect you to participate in class. This is a graduate seminar and its success relies on your participation. Moreover, I expect you to prepare for class by reading the assignments, and coming to class ready to discuss them. Be respectful of you colleagues. You will be graded on your contributions to class discussions, as well as the appropriateness and quality of those contributions. **If you repeatedly come to class unprepared**, I reserve the right to ask you to leave.

Required Texts:
Boyter, Paul. Urban Masses and Moral Order
Goodwyn, Lawrence. The Populist Moment
Hahn, Stephen. A Nation Under Our Feet
Isenberg, Nancy. Sex and Citizenship in Antebellum America
Johnson, Paul. A Shopkeeper’s Millennium
Johnson, Walter. Soul by Soul
Manning, Chandra. What This Cruel War Was Over
McCurry, Stephanie. Masters of Small Worlds
Rothman, Adam. Slave Country

**Common Readings:** Most weeks we will read an article or an essay in common. Those will be available in the history department office (and will be emailed to the class) and will be announced in class in advance.

**Book Reviews:** Reviews will be no longer than 500 words and must be formatted as one single spaced page. They also must conform to generally accepted standards for professional book reviews. That means they must strike a balance between summarizing the book’s content, analyzing the author’s argument, and assessing the book’s general readability and importance. If you disagree with the author’s thesis, say so! Your challenge is to take these authors to task by giving them each a thorough critique. Attached is a sample book review from the *Journal of Southern History* to give you an example of the type of analysis I am looking for. You must provide a copy of the review to me and to all members of the seminar. This can be done in advance via email or in person.

**Late Papers:** Papers are due on the date listed on this syllabus. You will be penalized 20 points for each day the work is late. Late is defined as after class begins on the due date. Emergency exceptions will be handled on a case-by-case basis.

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Reviews</td>
<td>450</td>
</tr>
<tr>
<td>Research Paper</td>
<td>300</td>
</tr>
<tr>
<td>Historiographical Essay</td>
<td>150</td>
</tr>
<tr>
<td>Participation</td>
<td>100</td>
</tr>
</tbody>
</table>

**Total Points:** 1000

**Grading Scale:** The grading scale is based on total points. I reserve the right to adjust grades upward as much as 30 points to reward outstanding improvement, performance, or contributions to class discussions.

A = 900-1000
B = 800-899
C = 700-799
F = below 699
**Attendance:** I expect you to attend class. Class discussion and participation are fundamental aspects of this course, and you cannot be successful if you do not attend. I reserve the right to reduce your grade 50 points for each absence in excess of three class hours.

**Academic Honesty:** No form of academic dishonesty (cheating, plagiarism, etc.) will be tolerated. The University Academic Integrity policy, as outlined in the student handbook, will be followed if cases arise. See: [http://www.wcu.edu/26163.asp](http://www.wcu.edu/26163.asp). **Do not copy the work of someone else (even off a website) and turn it in as your own.** Use quotations where appropriate, meaning when you are using words someone else said or wrote. Penalties for such acts range from a zero on the assignment to failure for the course. If you have any questions about what constitutes academic dishonesty, consult the Academic Honesty Policy or contact me as soon as possible. Better safe than sorry!

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716, [lalexis@wcu.edu](mailto:lalexis@wcu.edu) or 144 Killian Annex.

**Course Schedule**

**NOTE:** A list of articles to accompany each book discussion will be distributed on 1 September.

25 August 2010 – Course Introduction

- Legacy of Jefferson (Based on articles provided prior to class)
- Library Tour

1 September 2010

- Discussion of Johnson, *A Shopkeeper’s Millennium*

8 September 2010

- Articles on Andrew Jackson

15 September 2010

- Discussion of Isenberg, *Sex and Citizenship in Antebellum America*
- **Paper Topics Due**

22 September 2010 – No Class
29 September 2010
Discussion of Johnson, *Soul by Soul*

6 October 2010
Discussion of Rothman, Adam, *Slave Country*

13 October 2010
Discussion of McCurry, *Masters of Small Worlds*

20 October 2010
Discussion of Manning, *What This Cruel War Was Over*

27 October 2010
Discussion of Hahn, *A Nation Under Our Feet*

**Historiographical Essay Due**

3 November 2010 – No Class. Southern Historical Association Annual Meeting, Charlotte, NC

10 November 2010
Discussion of Boyer, *Urban Masses and Moral Order*

17 November 2010
Discussion of Goodwyn, *The Populist Moment*

1 December 2010
**Papers Due**

8 December 2010
Final Discussion
History 693

Problems in History:
19th Century America

McKee 209
6:00-8:50 W
Fall 2010

Research Paper Assignment

As part of the course requirements, both undergraduates and graduate students will research and write a paper of original research. This gives you the opportunity to explore specific areas of interest, as well as give you some exposure to what historians do. Topics must be directly related to the course and must be approved by me. Please see me if I can be of any help during your research and writing!

Graduate students will be required to research and write a 17-20-page paper of original research. This can be a chapter of your thesis (if applicable) or a paper on a special topic of interest. The paper should be based on primary sources and demonstrate a strong knowledge of the historiography of the period.

Research Topics: This is a paragraph (typed please) that outlines your topic, your tentative argument, and the types of sources you will examine to argue your thesis.

Papers should include a title page, a bibliography (not included in the page count), and should make use of footnotes or endnotes. Please follow The Chicago Manual of Style. Standard fonts and typesettings should be used (10-12 point font and 1” margins). Please do not include a report cover.

Historiographic Essay: You will also complete a 10-12 page historiographical essay on the 5-7 most significant interpretative works that bear on your topic. More to follow.

Note on Help: I’m here to help you succeed. If you need any assistance with developing your ideas, conducting your research, or writing any assignment, let me know
Selected Bibliography

Not exhaustive by any means, but more a list of classics and more recent interpretative works. A place to start in terms of secondary sources for your papers.

The Early Republic

Jon Butler, Awash in a Sea of Faith: Christianizing the American People (1990)
Arthur M. Schlesinger, The Age of Jackson (1945)
Ronald Satz, American Indian Policy in the Jacksonian Era (1975)
David Grimsted, American Mobbing, 1828-1861 toward Civil War (1998)
John A. Andrew, From Revivals to Removal: Jeremiah Evarts, the Cherokee Nation, and the Search for the Soul of America (1992)

Slavery

Kenneth Stampp, The Peculiar Institution (1956)
U.B. Phillips, Life and Labor in the Old South (1929)
Herbert Gutman, Slavery and the Numbers Game (1975)
Charles Dew, Bond of Iron: Master and Slave at Buffalo Forge (1994)
Catherine Clinton, Inside the Plantation Household (1982)
David Lightner, Slavery and the Commerce Power (2006)
John Blassingame, The Slave Community (1979)
John C. Inscoe, Mountain Masters, Slavery, and the Sectional Crisis in Western North Carolina (1989)
Mark Smith, Mastered by the Clock: Times, Slavery, and Freedom in the American South (1997)
Steven Deyle, Carry Me Back: The Domestic Slave Trade in American Life (2005)

Sectionalism

David M. Potter, The Impending Crisis, 1848-1861 (1976)
Michael F. Holt, The Political Crisis of the 1850s (1978)
William C. Cooper, The South and the Politics of Slavery, 1828-1860 (1978)
Stephanie McCurry, Masters of Small Worlds: Yeoman Households, Gender Relations, and the Political Culture of the Antebellum South Carolina Low Country (1995)
Bertram Wyatt-Brown, Honor and Violence in the Old South (1986)
John Patrick Daly, When Slavery was Called Freedom: Evangelicalism, Proslavery, and the Causes of the Civil War (2002)
Richard Ellis, The Union at Risk: Jacksonian Democracy, States' Rights, and the Nullification Crisis (1987)
Richard Bensel, Yankee Leviathan: The Origins of Central State Authority in America, 1859-1877 (1990)
Don E. Fehrenbacher, Sectional Crisis and Southern Constitutionalism (2000)

The Civil War

Emory Thomas, The Confederacy as a Revolutionary Experience (1970)


Mark Neely, Jr., *The Fate of Liberty: Abraham Lincoln and Civil Liberties* (1991)


**Reconstruction**


Willie Lee Rose, *Rehearsal for Reconstruction: The Port Royal Experiment* (1964)


Daniel Stowell, *Rebuilding Zion: The Religious Reconstruction of the*
South (1998)

Culture and Gender in the Gilded Age

Benjamin Reiss, *The Showman and the Slave: Race, Death, and Memory in Barnum's America* (2001)

Industrialization and Urbanization

David Montgomery, *Citizen Worker: The Experience of Workers in the United States with Democracy and the Free Market During the Nineteenth Century* (1993)
Heather Cox Richardson, *The Death of Reconstruction: Race, Labor, and Politics in the Post-Civil War North, 1865-1901* (2001)

**Populism, the West, and Empire**

Bruce Palmer, *'Man over Money': The Southern Populist Critique of American Capitalism* (1980)
Robert Utley, *The Indian Frontier of the American West, 1846-1890*
Arnold De León, Racial Frontiers: Africans, Chinese, and Mexicans in Western America, 1848-1890 (2002)

John Unruh, The Plains Across: The Overland Emigrants and the Trans-Mississippi West, 1840-60 (1979)

Nell Irvin Painter, Exodusters: Black Migration to Kansas after Reconstruction (1986)

Matthew Jacobson, Barbarian Virtues: The United States Encounters Foreign Peoples at Home and Abroad, 1876-1917 (2000)


History of Science Seminar

Dr. Elizabeth Yale
Email: eeyale@email.wcu.edu
Phone: 227-3869
Office: McKee 206B
Office Hours: Tuesday 2-3.30, Wednesday 11-12, Thursday 2-3.30

Course Description

Problems and methods in the historical study of science. Topics include the production scientific knowledge; observation and objectivity; the social construction of science; the roles of human and material agency in the production of scientific knowledge; race in science; gender in science; and the origins of post-WWII “Big Science.”

Readings

The following supplemental books are required. They are available for purchase at the bookstore and online. They will also be available on reserve at Hunter Library. You can also purchase the books at City Lights Bookstore in Sylva—if a group of students band together and order the books at the same time, the folks there will give you a 10% discount.


Additional readings as listed in the syllabus will be posted on the course Blackboard site (these are marked with a star).

**Course Requirements**

Reading Guides (2, 10% each): 20%
Midterm Paper (10-12 pages): 20%
Final Paper (20-25 pages): 40%
Presentation: 10%
Participation: 10%

**Assignments**

**Readings Guides:** You are responsible for two reading guides over the course of the semester. Due dates will be assigned at the first course meeting. These are due to me in electronic format by 5 pm the Monday before we discuss the assigned reading; I will post them on the course Blackboard site for everyone to access.

Since these reading guides are designed to assist everyone in class in preparing for our seminar discussions, **no late submissions will be accepted.** If you know that you will not be able to complete a reading guide you signed up for, please arrange to swap dates with another student, and notify me of the swap.

**Midterm Paper:** 10-12 page paper (12 point Times Roman font or similar; 1 inch margins) based on course readings up to spring break. I will provide specific questions for you to address in this paper. No outside research required.

**Final Paper:** An expanded and revised version of your midterm paper (20-25 pages; 12 point Times Roman font or similar; 1 inch margins). Must incorporate additional research beyond course readings (either or both primary or secondary sources).

**Presentation:** At the last course meeting, you’ll present your final papers to the class. This can include a Powerpoint component or handouts; however, a purely oral presentation is also fine. These will be about 10 minutes each. More information to follow!

**Participation:** Based on participation in class discussion. Includes (1) attendance; (2) commenting on readings with careful attention to the texts themselves; and (3) listening and responding thoughtfully and respectfully to other students’ comments.
ACCOMODATION FOR STUDENTS WITH DISABILITIES

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office’s website: http://www.wcu.edu/12789.asp

ACADEMIC HONESTY POLICY

(You all know all the following, I’m sure, but I’m including it just so we’re all aware of the policy).

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity.

In this class, I will hold you to the same standards of honesty and integrity that I am held to as a historian. What does this mean? Well, there are two things to keep in mind. First and foremost, you are (of course) responsible for conceiving, writing, and revising your own essays. Secondly, it means that you are (also of course) responsible for properly citing the source material that you use in this class, particularly in your essays. As historians, we rely all the time on information found in other sources: we analyze it, we quote it, and we draw on it in formulating our own theories about historical events, people, and texts. Given the degree to which we rely on other texts in formulating our own original arguments, we must properly cite our sources. Without proper citations and references, it’s difficult to advance an argument that other historians can trust, because they can’t tell where you got your information, or what primary sources you’re basing an argument on. Without proper citations and references, it is impossible for history, as a field, to advance. Consequently, copying or paraphrasing material from other sources without properly citing it (including books, films, websites, magazines, oral interviews, and archival manuscripts) is a serious form of academic dishonesty. To help you learn the proper way to reference your sources, I will provide a handout with some guidelines. Please see me if you have any questions.

According to WCU policies, I will determine the appropriate sanction or sanctions for academic dishonesty within this course up to and including a final grade of “F” in the course. Within 5 calendar days of the event I will inform the chair of the history department, and the Associate Dean of the Graduate School when
the student is a graduate student, in writing of any academic dishonesty charge and sanction.

That’s all the preliminaries. On to the good stuff!

**Schedule of Topics and Readings**

January 13: What is the History of Science?

- Excerpts read and discussed in class.

January 20: Paradigm Shifts

- Thomas Kuhn, *The Structure of Scientific Revolutions*
- *Thomas Kuhn, “The Trouble with the Historical Philosophy of Science,”* in Kuhn, *The Road Since Structure.*

January 27: Sociology of Scientific Knowledge

- Harry Collins, *Changing Order: Replication and Induction in Scientific Practice*

February 3: “The solution to the problem of knowledge is the solution to the problem of order”

- Steven Shapin and Simon Schaffer, *Leviathan and the Air Pump*

February 10: The Latourization of Pasteur

- Bruno Latour, *Pasteurization of France*, part 1

February 17: Mangling it Up


February 24: Science Wars (And Beyond)


NO READING GUIDES THIS WEEK

ELECTRONIC COPY OF MIDTERM PAPER DUE WEDNESDAY, FEBRUARY 22 AT 5 PM

WEEK 8: SPRING BREAK: February 28- March 4

March 10: Values and Practices: Objectivity and Observation

• Peter Galison and Lorraine Daston, Objectivity, chapters 1-3

March 17: Scientific Selves: Who is the Scientist?

• Galison and Daston, Objectivity, chapters 4-7
• *Shapin, The Scientific Life, chapter 7.

March 24: Science, Medicine and the Body

• Shigehisa Kuryama, The Expressiveness of the Body and the Divergence of Greek and Chinese Medicine

March 31: Science, Medicine, and Gender

April 7: Science, Medicine, and Race


April 14: The Rise of Big Science in the Cold War


April 21: NO CLASS. WORK ON PAPERS. MEET WITH DR. YALE.

April 28: Final Paper Presentations

HARD COPY OF FINAL PAPER DUE MONDAY, MAY 2 AT 5 PM.
HIST 693-70: POSTCOLONIALISMS

Fall 2012

Instructor: Dr. Saheed Aderinto
Office: Mckee 227B
Email: saderinto@email.wcu.edu
Phone #: 828-227-3868
Office Hours: MW 10-12 (and by appointment)

Book List
Alegi, African Soccscapes
Desai, Postcolonialisms
Epprecht, Heterosexual Africa?
Forrest, Subnationalism in Africa
Honwana, Child Soldiers in Africa
Mutua, Human Rights
Nolen, 28 Stories
Okpewho, New African Diaspora
Olaniyan, Arrest the Music!
Saul, Viewing African Cinema
Young, Postcolonialism

Course Description
This course is about postcolonialism, a concept that is very hard to define partly because it crosses multiple discursive, cultural and geographical terrains. However, it can simply be conceptualized as an academic movement, theoretical orientation, and ideology that seek to
reinterpret the history, culture and values of societies and people placed under colonialism. The idea of reinterpretation stems from the widely acknowledged notion that colonialism was injurious to the colonized for altering their existence, psychologically and culturally. In returning dignity to the colonized, postcolonial thought and ideas held that societies must be studied from the perspective, ideas, and thought of the oppressed. We will be examining postcolonialism from two main perspectives: academic production of knowledge; and lived experiences of people of postcolonial societies. The first two weeks will be devoted to critical theoretical exposition about postcolonialism from multiple points of view. This section is aimed at providing a holistic representation of postcolonialism in varied disciplines: from literary and cultural studies, to feminists, sociology and anthropological fields. What seems obvious is that postcolonialism is disciplinarily ubiquitous especially in the humanities and social sciences.

**Course Requirements**

Students are required to do the readings for each class and be prepared for discussion each week. To facilitate fruitful discussion, the class will be divided into two groups, with each group supplying 10 review questions for weekly discussion in rotation. The review questions must be emailed to the entire class by Sunday evening. Attendance is mandatory. Students who accrue three absences get an F. Everyone will be submitting the reviews of the following four books, Epprech, *Heterosexual Africa?*; Okpewho, *New African Diaspora*; Desai, *Postcolonialisms*; and Olaniyan, *Arrest the Music!* The book reviews must be 4-5 pages long (12 pt. font/Times New Roman, double spaced). Each review carries 10%. The final paper—historiographical in content and scope—should be 25 pages long (12 pt. font/Times New Roman).

**Breakdown of assessment**

- 4 Book Reviews: 40%
- Participation: 20%
- Final Paper: 50%

**Academic Integrity Policy**

I will enforce the violation of Western’s Academic Integrity Policy which include the following:

- Cheating—Using or attempting to use unauthorized materials, information, or study aids in any academic exercise;
- Fabrication—Creating and/or falsifying information or citation in any academic exercise;
- Plagiarism—Representing the words or ideas of someone else as one’s own in any academic exercise;
- Facilitation—Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination).

For more information on Academic Integrity Policy visit: http://www.wcu.edu/26163.asp.

**Accommodations for Students with Disabilities**
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. You can also visit the office’s website: http://www.wcu.edu/12789.asp

**Course Schedule**

August 22: Introducing the Class and Course

August 29: Desai, *Postcolonialisms*
Questions: Group A

September 5: No Class

September 12: Young, *Postcolonialism*

September 19: Epprecht, *Heterosexual Africa?*

September 26: Olaniyan, *Arrest the Music!*

October 3: Mutua, *Human Rights*
Questions: Group A

October 10: Okpewho, *New African Diaspora*
October 17: No Class

October 24: Forrest, *Subnationalism in Africa*
Questions: Group A.

October 31: Alegi, *African Soccerscapes*
Questions: Group B

November 7: Saul, *Viewing African Cinema*
Questions: Group A

November 14: Honwana, *Child Soldiers in Africa*
Questions: Group B

November 21: Nolen, *28 Stories*
Questions: Group A

November 28: No Class

December 5
Last Day of Class
HIST 693.71 Colonial America to 1800

Course schedule: TH 6-8:50 PM  
Instructor: Hunt Boulware  
Office: 204B McKee  
Office Hours: W: 9-12, TH: 3-6  
Email: hboulware@email.wcu.edu  
Phone: 828-414-1681

**Required Texts**


_Lindsay, Lisa_. *Captives as Commodities: The Transatlantic Slave Trade* (2007)


_Ellis, Joseph_. *Founding Brothers: The Revolutionary Generation* (2002)

NOTE: This course assumes you have a basic knowledge of early American history. If you are not familiar with this period, you should consult a general textbook or a more specialized colonial American work such as Alan Taylor, *American Colonies* (2001) or Peter C. Hoffer, *The Brave New World: A History of Early America* (2000).
Grading

Attendance/class participation (20%):
Needless to say, attendance is mandatory for every seminar at the graduate level (i.e. any missed class will impair your grade, unless you have a very convincing excuse, shared with me prior to class). The success of this class – and your success – depends on your active participation. It is not simply enough to read the assignments. You should also critically examine the arguments and historical context for each reading and then compare these with the other articles and chapters you have read. Think about the issues, make notes during your reading, reread and organize these notes to reinforce your understanding of the material, and be prepared to intellectually engage and stimulate your classmates and professor.

Book Review Essay (60%):
For weeks 2, 3, 9, 13, and 16 each of you will write a book review essay for the required reading. This length must be no less than 3 pages and will be well-developed review of the assigned book/articles. The remaining weeks, half of you will submit a review essay and the second group will submit discussion questions (which you will email to me prior to class). Late papers will be penalized a letter grade for each day late. Hard copies only for all assignments

Final Research Paper (20%):
You will write a research paper on a topic of your choice related to early America. This essay must be no less than 18 pages. We will discuss this in greater detail in class. A hard copy is due in class December 2. Late papers will be deducted one letter grade for each day late.

Course Schedule and Reading Assignments

Week 1: (Aug. 26) Introduction

Week 2: (Sept. 2) Native Americans and the Environment
Cronon, Changes in the Land
Both groups: Review essay

Week 3: (Sept 9) Empire
Cornelius J. Jaenen, “French Expansion in North America,” The History Teacher (Feb, 2001), 155-164 [JSTOR]
Daniel K. Richter, “War and Culture: The Iroquois Experience,” William and Mary Quarterly (Oct, 1983), 528-559 [JSTOR]
Both groups: Review essay

Week 4: (Sept. 16) Migration & Settlement
Bailyn, The Peopling of British America
Group 1: Review essay
Group 2: Discussion questions
Week 5: (Sept. 23)  
Slavery: Africa and the Atlantic World  
Lindsay, Captives as Commodities  
Group 1: Discussion questions  
Group 2: Review Essay

Week 6: (Sept. 30)  
Slavery: Power and Race  
Olwell, Masters, Slaves, and Subjects  
Group 1: Review essay  
Group 2: Discussion questions

Week 7: (Oct. 7)  
Public Life and Politics  
Thompson, Rum Punch and Revolution  
Group 1: Discussion questions  
Group 2: Review essay

Week 8: (Oct. 14)  
NO CLASS  
FALL BREAK

Week 9: (Oct. 21)  
Economics  
Richard Lyman Bushman, “Markets and Composite Farms in Early America,” William and Mary Quarterly (July, 1998), 351-374 [JSTOR]  
Both groups: Review essay

Week 10: (Oct. 28)  
Gender  
Dayton, Women Before the Bar  
Group 1: Review essay  
Group 2: Discussion questions

Week 11: (Nov. 4)  
Culture  
Greene, Pursuits of Happiness  
Group 1: Discussion questions  
Group 2: Review essay

Week 12: (Nov. 11)  
NO CLASS

Week 13: (Nov. 18)  
Consumer Politics and Prelude to War  
Breen, The Marketplace of Revolution  
Both Groups: Review Essay
Week 14: (Nov. 25) NO CLASS
THANKSGIVING

Week 15: (Dec. 2) The American Revolution
Raphael, A People’s History of the American Revolution
RESEARCH PAPER DUE THURSDAY DEC 2
Both Groups: Discussion Questions

Week 16: (Dec. 9) The Revolution of 1800
Ellis, Founding Brothers
Both Groups: Review Essay

Other

My door is always open, so please contact me with any issues, concerns, or ideas you have.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

Academic Honesty Policy
Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a. Cheating—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. Fabrication—Intentional falsification of information or citation in an academic exercise.

c. Plagiarism—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.

d. Facilitation of Academic Dishonesty—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head, and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction.
**Info**

*Professor:* Hunt Boulware  
*Office:* 204C, Mckee  
*Office Hours:* 10 to 1:00 MW, and by appointment  
*Email:* primary: whbwcu@gmail.com; secondary: hboulware@email.wcu.edu  
*Phone:* Office: (828) 227.2696; Home: (828) 649.6277  
*Class web-site:* [www.historg.org](http://www.historg.org)

**Description**

This course is designed to introduce you to the latest interpretations, issues, and problems of colonial American history. It is structured thematically rather than chronologically or by region, and relies heavily on historiographic essays and journal articles. This seminar is reading intensive, so much so that at times the amount of reading, writing, and critical analysis required of you will seem a daunting task. Yet, the skills you hone will prove essential to the intellectual and historiographic foundation for which much of your future academic success depends.
**Texts**

Daniel Vickers, ed., *A Companion to Colonial America*  
(This course assumes you possess a general knowledge of early American history. If you feel you need to refresh your memory, ensure that you preface the readings of this course with a general, or more specified, textbook on colonial America, such as Peter Hoffer, *The Brave New World*, or Alan Taylor, *American Colonies*.

Joseph Ellis, *Founding Brothers: The Revolutionary Generation*


**Grading**

*Class participation/discussion-leading/weekly papers (50%)*

It goes without saying that you need to attend each class (unforeseen situations notwithstanding). The success of this class, and your individual success, depends upon your active participation. Simply reading the assignments is insufficient - you will also need to critically examine the arguments and historical context of each reading, and then compare these with the other articles and chapters you read. Think about the issues, make notes during your reading, and then reread and organize these notes to reinforce your understanding of the material. During class, be prepared to intellectually engage and challenge your classmates (and me). Each student is required to bring two discussion questions to each class in addition to singling out passages from the readings as a basis for further examination.

Each of you will be responsible for leading the discussion one week during the term (which will be assigned during the first class meeting). It is a good idea to over-prepare for the day you will lead, which means you should be especially familiar with the readings. However, a good seminar leader will also seek to put part of the onus on your classmates. Think about creative ways to lead and encourage discussion.

Each week each of you will also turn in a 1000 word typed essay of the readings. The weekly paper must: 1) begin with a concise but sophisticated historiographic overview of the topic/theme in question, 2) possess a main body which includes an overview of each article: thesis, supporting arguments, and type of evidence, and 2) conclude with a synthesizing paragraph which pulls the articles together. The weekly essay is due on Wednesday by 8:00 pm via email. Consequently, bring your own copy to class for discussion.

*Book reviews (20%)*

You will write three book reviews over the course of the semester, selected from the chapter bibliographies located in the Vickers text. These reviews will be 4 double-spaced pages. You are required to send an email copy of the review not only to me but also to each student in the class. At the end of the semester, we will have a compilation of book reviews which will augment your understanding of early American history/historiography. The purpose of a
scholarly book review is not simply to summarize the content of the book, but to critically evaluate the author's purpose, thesis, contentions, and sources. Reviews for this class should also make a strong effort to connect the book to our weekly readings. All book reviews are to be submitted by 8:00 pm on the Wednesday of the week they are due.

**Research topic proposal (10%)**

One of the more difficult tasks for beginning graduate students, and sometimes even advanced scholars, is to identify research topics that are historiographically relevant and in need of further exploration. As many of you may seek to take your graduate career further, it is imperative that you choose a viable topic as early as possible. Toward that end, your assignment is to write a 2,000 word research proposal for early American history that explains your research topic/questions/problems, identifies available primary sources, and highlights books and articles that you intend to utilize. This paper is due by November 24.

**Research paper (20%)**

You are to write an essay of roughly 5,000 words which examines a topic of your choice (cleared with me beforehand), so long as it falls within the time period we have studied in this course. It is due by December 4.

* Assignment for MAT students (only) in place of research topic and paper (30%)

You are to put together syllabi for three classes (one related to early American history, and two others related to any period of history you choose (American, European, World, etc.) These syllabi must be of at least a high school caliber. Each syllabus must include reading lists, class schedule, grade breakdown, etc (you are also to include other sections which correspond to the level you will teach). In addition to the syllabi, you will compose two lectures per each syllabus which include a short power point lecture and lecture notes (submitted on a cd). You must also present a one-page paper per syllabus on why you chose the reading materials for that class. In addition, each MAT student will present one mini-lecture (15 minutes) during the term, using a lecture from your early American syllabus.

**Schedule**

*Week 1 (Aug 21): Introduction*
  Introductions, syllabus review, assign discussion-leading, contact info

*Week 2 (Aug 28): Environment and Native Americans (Boulware leads discussion)*

*Additional Assignment:* Examine the chapter bibliographies in Vickers. Choose three books you wish to review as well as five alternates. Bring this list to class, as we will assign book reviews at the end of class.
**Week 3 (Sept 4): Emergence of the Atlantic World**


**Week 4 (Sept 11): Migration & Settlement**


**BOOK REVIEW #1 DUE**

**Week 5 (Sept 18): Empire**


**Week 6 (Sept 25): Politics**


**Week 7 (Oct 2): Economics**

**Week 8 (Oct 16): African Americans, Race & Slavery**


**BOOK REVIEW #2 DUE**

**Week 9 (Oct 23): Religion, The Great Awakening & the Enlightenment**


**Week 10 (Oct 30): Women & Gender**


**Week 11 (Nov 6): Region**

Week 12 (Nov 13): *Conflict and War: The American Revolution*

Week 13 (Nov 20): **NO CLASS**
Work on research proposal/research paper

Week 14 (Nov 27): **NO CLASS**
Thanksgiving Break
Research Topic Proposal Due, Monday, November 24

Week 15 (Dec 4): *The Battle for the Republic and The Revolution of 1800*
Joseph Ellis, *Founding Brothers: The Revolutionary Generation*
Research Paper Due, Monday, December 4

**Other**

My door is always open, so please contact me with any issues, concerns, or ideas you have.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.
This course will introduce you to modern American history through the study of individuals in the twentieth century. In an attempt to understand the rich tapestry of American life and American people, what binds us together and what makes us unique, we will turn to biography, autobiography, memoir, oral histories, documentary film, music, fiction, essays, photo essays, etc. We will explore both the strengths and weaknesses of learning history through the lives of everyday Americans (and some not so everyday Americans).

This course requires the active and engaged participation of each student. The class requires informed discussion. In addition to weekly readings, you will be reading 4 supplementary texts, listed below, and writing a biography during the course of the semester.

You will receive a more complete weekly readings schedule. I will distribute these either via electronic reserve or handouts. The textbook is just for your background knowledge.

Required Texts: A copy of each book is available on reserve in library.
David H. Donald, *Lincoln At Home*
Rick Atkinson, *The Long Gray Line*
Timothy Tyson, *Blood Done Signed My Name*
Additional Readings—on reserve and available through Blackboard—to be announced

Evaluation: 2 Book Reviews @ 100 points each
2 Book Quizzes @ 100 points each
Mid-term and Final @ 100 points each
Biography @ 200 points (see breakdown of individual assignments)
Quizzes @ 100 points
Participation @ 100 points

PART I: INTRODUCTION
*Why Biography?*
August 25: Doing Biography—Questions, Components, Sources, etc.

*PART II: The Making of A Nation—*
August 30: Two nations—Biographies on the Eve of the Civil War
Sept. 1—Book Discussion—William and Ellen Craft, *Running a Thousand Miles for Freedom*  Book Review #1 Due
Sept. 6—Document Workshop
Sept. 8—Book Discussion—David Donald, *Lincoln At Home* (Book Review or Book Quiz)
Sept 13—Inventors that Rebuilt a Nation
Sept 15—Icons of the Era/Abstract Due
Sept 20—Reformers
The 1920s
Sept 22nd—Fords and Floods
Sept. 27th—New Women—Flapper, Margaret Sanger
Oral Histories and the 1930s
Sept. 29—Census Workshop—meeting room TBA
Oct. 4—Oral Histories of the 1930s—Telling Southern Stories
See Blackboard Readings—*Hard Time Cotton Mill Girls*
Oct. 6—Americans During the Great Depression: Part One
**Oral History Questions Due**
Oct. 11—Midterm
No Class –Fall Break October 13 and October 18
October 20: Working in the Great Depression: Part Two
*WWII and Postwar America*:
October 25th—In Sickness and In Health
**Bibliography for Biography Due**
October 27th—Returning from War
Nov 1—1950s Women/1950s Youth
November 3rd- Civil Rights Biographies
*Making Sense of the 1960s*
Nov.8th —Rise of Conservative Politicians
Nov. 10th—Radical? Political Reformers
Nov. 15th—Drug Czars—Legal and Illegal
Nov. 17th—Feminists and Anti-Feminists
**Rough Draft Due and Notes/Transcripts from Oral Interviews**
Nov. 22- Book Discussion: *The Long Gray Line/Quiz or Review Due*
*America Post 1970*
Nov. 29th—Textile Workers
Dec. 1st—Automobile Workers
Dec. 6th—Oxford, NC—*Blood Done Sign My Name* Book Quiz or Review Due
Dec. 8th—Political Voices in Unlikely Places
**Final Biography Due**
Exam—

*Email is no substitute for conversation and explanation. If you want your email answered, please include HIST 142 in subject heading. I will use your catamount mail accounts.*

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services.
All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or lalexis@wcu.edu. You may also visit the office’s website: disability.wcu.edu.

Academic Dishonesty: Plagiarism and/or other forms of cheating will result in the failure of the assignment, possible failure of the course, and notification of Academic Affairs.

Electronics: Unless I have asked you to bring devices, there are to be no laptops, cellphones, ipads, etc. out during class. You will be counted absent for the day, I see you using them.

Attendance Policy: You have to be in class to receive participation points. After unexcused 3 absences, your grade will be reduced by subsequent letter grades.

Book Reviews/Research Assignments: These are due the day listed on the syllabus. Papers turned in after the class will be reduced by a letter grade for each late day.
Course Description: This course is designed to introduce you to real classroom experiences in the Civics and Economics class setting. The ten goals of the Civics and Economics Standard Course of Study will be thoroughly discussed and effective strategies for teaching the goals will be modeled. You will also create lesson plans that can be used to teach the Civics and Economics curriculum and these lesson plans will be shared among the class. Other topics that pertain to all teachers such as classroom management and parent conferences will also be discussed.

Week 1 (Jan 11): Introduction to Class/Syllabus
- NCSCOS
- NC Social Studies requirements
  - Required courses
  - State’s recently adopted changes to Social Studies Curriculum

Week 2 (Jan 18): Goal 1  Analyze the foundations and development of American government in terms of principles and values.
- Strategies for teaching goal 1/ Workshop
- Lesson Plans
- NCSCOS Essentials
  - Assignment- find an online lesson plan for teaching Goal 1 and modify the lesson to fit your teaching style

Week 3 (Jan 25): Goal 2  Analyze government systems within the United States in terms of their structure, function, and relationships.
- Strategies for teaching federalism workshop
- Turn in modified lesson plan
  - Assignment- create an activity for teaching separation of powers and checks and balances, rule of law, limited government, or popular sovereignty

Week 4 (Feb 1): The importance of primary sources
- Online sources- Expanded SCOS, Gilder Lehrman, Rubistar, etc.
- Turn in activity for rule of law, limited government, popular sovereignty
  - Assignment- primary sourcesmodele after Gilder Lehrman projects
Week 5 (Feb 8): Goal 3 Analyze the legal system within the United States in terms of the development, execution and protection of citizenship at all levels of government.

Strategies for teaching goal 3
Using current events effectively
Incorporating Technology, what is an effective Powerpoint, etc.

**Turn in primary source assignment**
Assignment- create an activity for teaching the legislative process

Week 6 (Feb 15): Goal 4 Understand how democracy depends upon the active participation of citizens.

Strategies for teaching goal 4
Volunteer Project

**Turn in activity for teaching the legislative process**

Week 7 (Feb 22): Goal 5 Analyze how political and legal systems within and outside of the United States provide a means to balance competing interests and resolve conflicts.

Strategies for teaching goal 5
Teaching court cases: *Leandro v. North Carolina*

Week 8 Feb 29: NO CLASS MID-TERM BREAK

Week 9 (March 7): Goal 6 Analyze the concepts and factors that enable individuals to make informed financial decisions for effective resource planning.

Strategies for teaching goal 6
Incorporating community resources into classroom planning

Week 10 (March 14): Goal 7 Understand how risk management strategies empower and protect consumers.

Strategies for teaching goal 7
Building community connections- banks, etc.

Week 11 (March 21): NO CLASS- OBSERVATION WEEK

Week 12 (March 28): Goal 8 Understand economic markets and the role economic factors play in making economic decisions.

Strategies for teaching goal 8
Pacing Guides

**Turn in Observation**
Assignment- create a pacing guide for Civics and Economics

Week 13 April 4: NO CLASS SPRING BREAK Online course evaluations open April 1

Week 14 (April 11): Goal 9 Understand factors of economic interdependence and their impact on nations.

Strategies for teaching interdependence workshop

**Turn in pacing guide**
Week 15 (April 18):  
**Goal 10**  Analyze the role of government and economic institutions in developing and implementing economic stabilization policies in the US.  
- Understanding fiscal and monetary policy.
- Strategies for teaching goal 10
- Teaching writing in Social Studies courses

**Turn in current events Journal**

Week 16 (April 25):  
**Classroom Management**
- First Day
- Creating classroom rules- rules vs. procedures
- Parent Teacher Conferences
- Specific Questions
* Online course evaluations close April 28

Week 17 (May 2):  
**Turn in Final Assignment**

Assignment 1:  This assignment will be turned in during the Week 3 class on Jan 25.  
There are numerous websites that offer lesson plans for teaching Civics and Economics. Some of the lessons you will find are tailored for the NCSCOS and other lesson plans are designed for other states’ objectives. You may use a lesson for NC or any other state.  
Online lesson plans are a great source. However, it is very rare that a lesson does not need to be modified to fit your teaching style or to address different objectives. You will take a lesson plan you find online and modify it. The lesson plan you turn in should include Review of Previous Lesson, NCSCOS Goal/Objectives Addressed, Materials Needed, Procedures and Learning Activities, Assessment, Bibliography. Remember your objectives to be covered should guide your strategies/activities, not vice versa. You should turn in the original lesson plan you found online and the modified lesson plan.

Assignment 2:  This assignment will be turned in during the Week 4 class on Feb. 1.  
Goal 2 is arguably the most important goal of the Civics and Economics SCOS. It is imperative that students understand the principles of the US Constitution before moving on in the course. You will design an activity for teaching one of the following constitutional principles: separation of powers and checks and balances, rule of law, limited government, or popular sovereignty. You will turn in a detailed description of the activity and include a list of materials needed, any handouts you will give the class, discussion questions (if applicable), and an assessment for the activity.

Assignment 3: This assignment will be turned in during the Week 5 class on Feb. 8. The Gilder Lehrman Institute is a privately funded institute for Social Studies teachers and national park rangers. The institute provides professional development opportunities for teachers and rangers. The week long seminars stress the importance of primary sources in teaching history. This assignment is modeled after Gilder Lehrman’s seminars. You will locate two primary sources that will assist in teaching either Goal 1 or Goal 2 of the NCSCOS. (Both sources should address the same goal and objective). You will annotate each source develop three discussion questions for each primary source. For your final assignment you will turn in:
1. A copy of the primary source
2. A brief annotation of the source
3. The three discussion questions you developed
4. A citation of the source

Assignment 4: This assignment will be turned in during the Week 6 class on Feb. 15. The requirements are the same as for assignment 2. However, this activity should be designed to teach the legislative process, or “how a bill becomes a law.”

Assignment 5: You will observe a high school Civics and Economics class. During your observation you will “script the lesson.” You need to pay particularly close attention to the introduction of the lesson, directions given for activities, questions asked, and transition activities. You will turn in this assignment during the Week 12 class on March 28.

Assignment 6: You will create a pacing guide for Civics and Economics. You will align your pacing guide to North Carolina’s new Essential Standards. Your pacing guide should include the amount of class time you plan on spending on each goal and the specific benchmarks you will cover for each goal. In addition, your pacing guide should be aligned to a Civics and Economics textbook. This assignment will be turned in during the Week 14 class on April 11.

Assignment 7: Throughout the course of the class you will keep a current events journal. Each week you identify at least one current event that you could use in a Civics and Economics class. In your journal you should briefly describe the events, identify for which goal you would use the event, and briefly describe the event. You must have at least one event for each of the ten goals. In addition, you will create two complete lesson plans using one of the events in your journal. Your lesson plan will include a Review of Previous Lesson, NCSCOS Goal/Objectives Addressed, Materials Needed, Procedures and Learning Activities, Assessment, and Bibliography. **Be sure to script the questions you will discuss regarding the current event.** You will include these lesson plans with your journal which will be turned in during the Week 15 class on April 18.

Final Assignment: Most high school teachers send a letter/modified syllabus home to parents on the first day of class and have the parents sign and return the letter indicating they have read and understand the classroom policies. For your final assignment you will write a letter that you would send home to parents on the first day of class. Your letter should include (but not be limited to) the following:
   1. A brief introduction of you to the parents
   2. Contact Information
   3. Classroom rules and discipline plan
   4. Expectations
   5. Grading policy
   6. Attendance policy and your policy for handling both make-up work and late work
7. Closing in which you encourage open communication between parents and teachers

Required Text: You need to check out a copy of a Civics textbook. You should keep the textbook for the duration of the semester. You will use the textbook as a reference point and for assignments and to complete your pacing guide.

Grading Policy: Your grade will be calculated in the following manner:
- First five assignments- 10 percent each for a total of 50 percent
- Pacing guide- 15 percent
- Current events journal- 20 percent
- Final assignment- 15 percent

92-100 %- A
90-91% - A-
88-89% - B+
82-87% - B
80-81 % - B-
78-79% - C+
62-67%- C
60-61 % - C-
68-69% - D+
62-67%- D
60-61 % - D-
Below 60 %- F

All assignments you turn in should be typed.

Laptops are not allowed in the classroom.

Attendance Policy: Your attendance is expected at each class and students who miss a class will be required to complete a make-up assignment. Students who miss more than two classes will receive a failing grade for the course.

Academic Integrity: Cheating or Plagiarism will result in the minimum of a zero on the assignment and a written report will be filed with Judicial Affairs. Academic dishonesty may also result in the failure of the course. A second reported offense can result in expulsion. For the university policy, see http://www.wcu.edu/WebFiles/WordDocs/facultycenter_WCUStudentHandbookAcademicHonesty.doc

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or lalexis@wcu.edu You may also visit the office’s website: disability.wcu.edu