

**UNIVERSITY OF TENNESSEE AT CHATTANOOGA
DEPARTMENT OF HISTORY**

SELF-STUDY PROGRAM REVIEW, 2016-17

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Introduction

The following program review of the Department of History at the University of Tennessee at Chattanooga was written by the tenured and tenure-track members of the department during the Fall semester of 2016. Collectively it attempts to document the changes that have taken place since the last program review in 2010-2011; the current status of the department; and where we see the department going in the years to come.

The year after the last program review a major rebuilding process began in the department. In 2012 the department hired a permanent Department Head, John C. Swanson. (For the previous four years there was an interim head from another department.) There were also turnovers at the level of the Dean and the Provost. The new administration provided an opportunity to begin negotiations necessary to make needed changes in the department.

In the Fall of 2012 there were four tenured faculty (Richard Rice, Aaron Althouse, Michelle White, and John C. Swanson), two untenured faculty on the tenure track (Sara Jorgensen and Ralph Covino), and eight lecturers on one-year contracts (Harry Hays, James Guifoyle, Lindsay Irvin, Hsiang-Wang Liu, Boris Gorshkov, Catharine Franklin, David McCarthy, and Dylan Bloy).

However, during 2012-2013 the department was able to convert two of the lecturer lines into tenure-track lines. Contracts for Hays and Bloy were not renewed, and searches were conducted which hired William Kuby (an Americanist) and Sidney Lu (an Asianist) on the tenure track. In this same year, Covino was turned down for tenure and Rice retired. In 2013-2014, Hsiang-Wang Liu and Franklin left and contracts for Irvin and McCarthy were not renewed. We then conducted three tenure-track searches and hired Kira Robison (Medievalist), Susan Eckelmann (Americanist), and Annie Tracy Samuel (Middle East expert). We had one year without hires, but then in 2015-2016 Sidney Lu accepted an offer from Michigan State and Althouse resigned and moved to Portland, Oregon. During that year we hired Fang Yu Hu (Asianist) and Ryan Edwards (Latin Americanist) as tenure-track faculty. Since Jorgensen did not receive tenure in 2016-2017, we hired Julia Cumiskey as our Africanist, who will join us in fall 2017. It has been a long road, but the department now has ten tenure-track lines and three lecturer lines.

In addition to the full time faculty mentioned in the above paragraph, the department hires approximately six to ten adjuncts a year. In 2012, there were a number of individuals teaching in the department who did not have the correct credentials to teach as adjuncts or lecturers. Since then those individuals were not rehired, and we have been able to build up an excellent pool of adjuncts, a few of whom have Ph.D.s, to teach between one and three courses a semester for us.

With thirteen faculty members we are still not able to provide coursework in all the regions and time periods that a department at a similar size institution is usually able to provide. In 2012 we decided to partially address this problem by creating a number of lectures series. Since that year we have brought in guest speakers to meet with students and interested members of the community on topics such as Africana Studies, the Holocaust, the Civil War, and Visual History. In the future we would like to add a lecture series on Native American history as well. None of these lecture series are funded, but we have been able to use monies from our operating

budget with support from the Dean's office to bring in excellent speakers.

As will be discussed later in the review, at the time of the last program review the department had an insufficient operating budget. In 2012, because of efforts by the former Provost, our operating budget was increased, thereby allowing us not only to buy necessary supplies and equipment, but also to begin to support faculty attending conferences and making shorter research trips. It is still a small amount, but an improvement over the earlier budget.

During the last four or five years the department has also been worried about the decline in the number of majors, which will be explained in more detail in a later section. This is a nationwide trend not only in history but in most of the non-STEM related fields. We believe that once all the new faculty members establish themselves on campus the numbers will slowly begin to improve. In addition, in 2015-2016 we designed a new curriculum that we believe will not only be a pedagogical improvement, but will be more attractive to potential majors, further resulting in an increased number of majors. As part of that proposal we put forth a plan to introduce a B.S. in History that would appeal to a different group of students. Although this proposal is currently on hold, we hope to revive those conversations in Spring 2017.

Every year we have tried as part of our rebuilding efforts to tackle one or two major concerns, some of which are summarized in this introduction, and all of which will be discussed in later sections. Going forward, our biggest concerns have to do with space, an overburdening service commitment, as well as alumni and development support.

We are currently in a building (Brock Hall) with a clear space problem, resulting in the history faculty offices being spread across three floors. The lack of space also means that one faculty office is in a former closet; the three lecturers share one office; and at the moment we have no office for the Africanist who will join us in August 2017. We have requested permission to convert a small classroom in Brock Hall into a conference room, so we can then move the computer lab into the current conference room. This would free up a small, window-less office for our new faculty member. At the moment it does not look like we will be able to convert a classroom to a conference room, which means that we will need to continue to overcrowd our current space.

Over the years the department has also not been good at maintaining contact with alumni. With the change in leadership, the data is unavailable. This creates multiple problems. We are not able to tell prospective majors and their parents what our history majors do after graduation or able to successfully reach out to alumni for financial support. As far as we can tell no alumni are currently giving financial support to the department. The only money going into our gift fund seems to come from current faculty members. In April 2015 and again in April 2016 the department held alumni events. The first event had a fairly decent turnout, even though there were few alumni. In 2016 the event was sparsely attended. It would be advantageous if we could receive support from alumni affairs and the development office in building up a relationship with alumni and trying to raise money for scholarships and departmental events.

The following is a description of the current Department of History at the University of Tennessee at Chattanooga.

Part 1: Learning Outcomes

1. Learning Outcomes – Criteria for Evaluation	
1.1	Program and student learning outcomes are clearly identified and measurable.
1.2	The program uses appropriate evidence to evaluate achievement of program and student learning outcomes.
1.3	The program makes use of information from its evaluation of program and student learning outcomes and uses the results for continuous improvement.
1.4	The program directly aligns with the institution's mission.

Department Outcomes (criteria 1.1, 1.4)

The Department of History's mission promotes students' critical engagement with and understanding of historical events. The exposure to a broad range of historical periods and geographical areas through the introduction of a wide variety of primary and secondary historical sources defines our course goals, classroom discussions, and student assignments. Students learn to formulate and advance arguments based upon research and, in so doing, acquire essential research, writing, and problem-solving skills useful beyond the completion of the history major. The department also encourages and provides opportunities for students to explore their interests through a variety of elective courses, individual research projects (with the support of a faculty member), study abroad programs, and history-related internships. Our faculty's original contributions to the discipline directly shape and advance the curriculum and classroom objectives and help further history as a field of human inquiry. Faculty members also seek to inspire a strong work ethic and leadership skills among students through experiential learning opportunities and directed extra-curricular activities.

To accomplish this mission, course instruction and student assessment focus on the following Student Learning Outcomes (SLOs):

- to synthesize a body of historical knowledge with range and depth in terms of period, region, and perspective
- to assess dynamics of causation, contingency and change over time in a variety of historical contexts and
- to analyze, interpret, and evaluate a variety of primary and secondary source materials
- to generate significant, open-ended questions about the past and devise and carry out research strategies to answer them
- to understand and use the formal styles of writing, narrative construction, and argument specific to the history discipline.

To ensure students' successful and timely graduation and competence of these skills sets, the department requires 39 hours of history courses and recommends a 4-year path to graduation. For further details on program requirements and progress to degree, please see discussions in Part 2, as well as Appendix A.

Course Syllabi (criteria 1.1, 1.2)

The department's course offerings (including General Education classes) all align with the department's SLOs, as detailed above. Faculty and staff assign course readings, devise assignments, and assess student work according to the curriculum goals on each appropriate level. The perusal of course syllabi (see Appendix B) illustrates that our history faculty and staff take the department's mission seriously, explain carefully General Education and department-specific learning outcomes, and provide thorough descriptions of in-class expectations, written assessments, and well-organized weekly reading schedules.

Based on the available syllabi, our faculty carefully consider teaching methods, learning environments, and research instruction through creativity, rigor, and the effective use of technology and experiential learning opportunities. Overall faculty balance unique instructional approaches while complying with expected learning outcomes. These syllabi illustrate vibrant, accessible, and well-organized pedagogy and assessment.

The department's HIST 1000- and 2000-level courses thematically focus on World and U.S. history survey courses introducing students to the first three learning outcomes and basic historical understanding through a range of temporal and geographical contexts. Our instructors rely on general textbooks as well as short primary source readings. Student assessment includes participation in-class, short written assignments that ask students to engage with primary sources, and comprehensive exams that address a broad "range and depth in terms of period, region, and perspective." While our survey courses tend to focus the lecture formats, instructors integrate small discussion segments to accommodate different learning styles among students.

At the 2000-level, classes such as "Gilded Age to Jazz Age" or "Medieval Europe," introduce all learning outcomes in greater depth, expanding skills sets, deepening thematic and chronological issues, and balancing primary and secondary reading assignments. In addition, HIST 2100, a core course required for majors, introduces students to discipline-specific research and writing skills. Students in this course learn to evaluate primary and secondary material; identify and access digital databases, UTC's archival repositories, and print collections; and develop and answer relevant research questions. Learning outcomes are met through oral presentations and short and comprehensive written assessments where students practice these skill sets throughout the semester. Course themes vary according to the preference and expertise of the faculty assigned to teach this methods class.

HIST 3000-level courses offer a wider range of thematic and geographical topics, such as "Under Hitler's Shadow," "Latin America: Environment and Extraction," or "United States and the Cold War." Course readings involve an increased load and engage a range of theoretical and historiographical debates. History faculty offer weekly reading questions and skill-based library workshops to reinforce and advance students historical understanding and discipline-specific skill sets. Students practice learning outcomes in class through discussion leadership and short primary source engagement assignments.

HIST 4020 “The Historian’s Craft,” the capstone course of the B.A. program, and other HIST 4000-level topics courses ask students to demonstrate competence of all learning outcomes. Course themes have included “Gender and Sexuality in Modern East Asia” or “Premodern Law and Order.” Syllabi include links to primary source repositories and theoretical readings that allow students to pursue independent, original research ideas and develop writing projects during the semester. In addition, these upper-level course rely on “peer-review” exercises and progress reports to improve students’ skills and research projects.

SACSCOC Outcomes, Goals and Data (criteria 1.1, 1.2, 1.3)

Please note that the following discussion uses course numbers and topics from the old, pre-2016 curriculum (see Part 2 for a full explanation). To assess faculty instructional effectiveness, the History Department focused on two (2) student learning outcomes during the 2014-2015 and 2015-2016¹ years.

- To understand and use the formal styles of writing, narrative construction, and argument specific to the history discipline (listed as outcome #1 below).
- to analyze, interpret, and evaluate a variety of primary and secondary source materials (listed as outcome #2 below).

Specific objectives for learning outcome #1 included students’

- 1) use of sources & application of citations
- 2) the presentation and organization of historical analysis
- 3) the ability to formulate an argument & use of evidence effectively (see Appendix C)

Specific objectives for learning outcome #2 include students’ ability to

- 1) to convey historiographical analysis,
- 2) identify and evaluate evidence, and
- 3) interpret and synthesize evidence (see Appendix C)

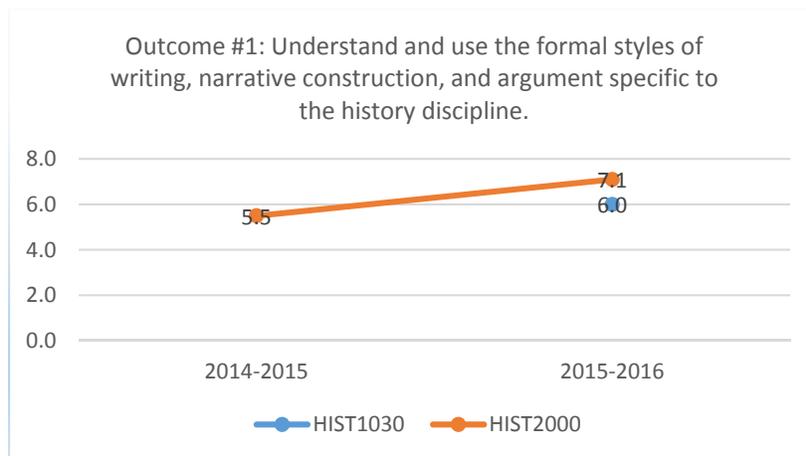
For the 2014-2015 assessment, the curriculum committee focused on three core courses of the curriculum, HIST 2000, HIST 3010, and HIST 4000. The means of assessment consisted of the review of two to three anonymous student papers along with course assessment materials, such as assignment sheets and grading rubrics. In 2015-2016, the curriculum committee identified five (5) core courses of the curriculum, HIST 1030, HIST 2000, HIST 3010, HIST 3360, and HIST 4010. The means of assessment consisted of the review of five anonymous student papers for each course along with course assessment materials, such as assignment sheets and grading rubrics. During both assessment cycles, faculty other than the course instructors carried out assessment for this purpose, independent of the grading process using assessment instruments.

Faculty reviewers scored student work according to the following scale: **Scores between 0-3** mean unsatisfactory performance, meaning the students did not meet the learning outcome.

¹ Assessment records and data for previous academic years remained inaccessible or did not conform to Compliance Assist, UTC’s official assessment submission system.

Scores between 4-6 suggest that students' skills are developing. **Scores between 7-9** indicate proficiency of the learning outcome. **Scores between 10-12** suggest students produced excellent results and thus met the outcome.

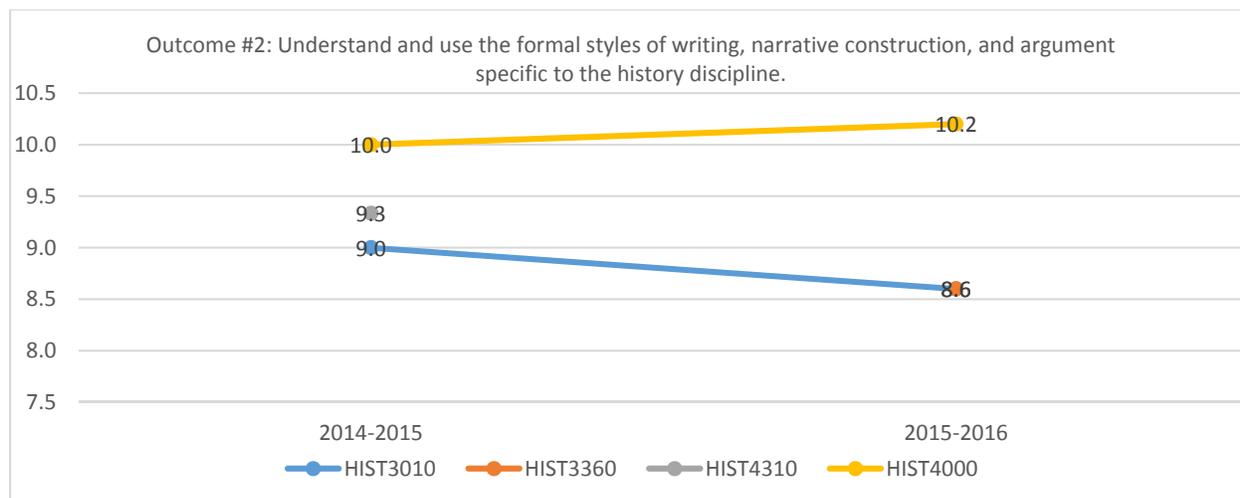
Outcome #1: Assessment Narrative for 2014-2015 & 2015-2016



In 2014-2015, the department assessed HIST 2000, an introductory methods course that introduced students to discipline-specific research, critical thinking, and writing skills. With the revised curriculum map, this course has been replaced with HIST 2100 Historical Research and Writing (which will be evaluated for assessment 2016-2017.) HIST 2000 students scored an average of 5.5 demonstrating overall developing skills. To meet the learning outcome, the department recommended the instructor consider integrating new assignments and methods to introduce and convey skills sets. Out of two assessed students (only samples available during the assessment cycle), course samples and evaluation showed that 1 student performed “proficient skills” and 1 student performed “developing skills.” In 2015-2016, HIST 2000 students in this course demonstrated overall proficiency with an average score of 7.1. Students met the learning outcome. The graph above highlights this improvement.

In 2015-2016, the department also assessed HIST 1030 (World History from 1800) for outcome #1 (not previously assessed). This was an introductory General Education class under the old curriculum. With the revised 2015 curriculum map, this course has been replaced with HIST 1120 World History from 1400-Present (which will be evaluated for 2016-2017). Students in this course demonstrated overall developing skills and met the learning outcome as this course is an introductory level General Education requirement. Out of ten (10) assessed students in the core courses HIST 2000 and HIST 1030, students' samples and reviewer evaluations showed that three (3) students performed “proficient skills,” six (6) students performed “developing skills” and one (1) student showed “excellent skills.” Compared to the assessment results in 2014-2015, evaluations of students' performances showed an increase in the evaluation scores for HIST 2000 and the learning outcome #1.

Outcome #2: Assessment Narrative for 2014-2015 & 2015-2016



In 2014-2015, HIST 3010 students demonstrated overall proficiency with an average score of 9.0 and met the learning outcome. HIST 4310 students scored overall an average of 9.3 and met the outcome. In HIST 4000, students produced overall excellent scores and thus met outcome #2. Out of ten assessed students (core courses HIST 3010 & HIST 4000s), course samples showed that 4 students performed “excellent skills” and 5 students assessed performed “proficient skills.” For outcome #2, all 9 students performed proficiently (with an average score of 9.0) and excellent skills (with an average score of 10.0, respectively). Students in these courses demonstrated overall proficiency and met this learning outcome.

For assessment 2015-2016, we included HIST 3360, a course that reintroduces and reinforces discipline-specific research, critical thinking, and writing skills and explores diverse historical themes. Students in this course demonstrated overall proficiency and met all the outcomes. HIST 3010 was assessed again and students demonstrated overall proficiency with an average score of 8.6 and met the outcome. The department also assessed HIST 4010 which focused on diverse historical themes and asks students to master discipline-specific research, critical thinking, and writing skills. Students in this course demonstrated overall excellence (with an average score of 10.2) and thus met this outcome. Out of fifteen (15) assessed students in core course HIST 3010, HIST 3360, HIST4010, course samples and evaluation showed that six (6) students performed “excellent skills,” eight (8) students performed “proficient skills,” and one (1) student performed “developing skills.” For outcome #2, students in these courses demonstrated overall proficiency and met this learning outcomes. Compared to the assessment results in 2014-2015, evaluations of students’ performances showed that HIST 3010 and HIST 4000-level course scores remained constant for this learning outcomes.

To further ensure that learning outcomes are met among student majors, current and new faculty review syllabi, assignments, and grading rubrics according to the curriculum map approved in 2016. Full-time faculty regularly discuss deliberate advisement to ensure student progress. Instructors offer practical workshops with the assistance of UTC library staff to

develop and further research and writing skills among majors and minors. The department curriculum committee assesses the same outcome categories for 2-3 consecutive years to observe and review student proficiency to identify which curriculum areas require possible adjustment.

Student Performance on Licensure and Certification Exams (criteria 1.2, 1.3)

This program review focuses on ETS (Educational Testing Service) Proficiency Profile Exam (PPE) scores for the academic years 2013-2014, 2014-2015, and 2015-2016 in order to highlight history students' specific performance on general education exams in skill and content categories "critical thinking," "reading," and "writing" (see tables below). These categories have been selected as they closely align with the department's five learning outcomes.

Over the last three academic years, our history students exceeded in skill and content scores when compared to the average scores in the College of Arts and Sciences (CAS), the College of Business Administration (COBA), and the average of all colleges and majors (see Table 1.1). For instance, during the academic year 2013-2014, history students performed an average score of 114.57 in critical thinking, 121.89 in reading, and 118, 82. That same year, students in COBA scored 111.79 in critical thinking, 118.89 in reading, and 115.55 in writing. During the most recent academic year 2015-2016, history students continued to score notably higher in two of these skill and content categories: critical thinking was 113.89 and reading scores averaged a 120.05. History students scored on average a 115.37 in writing.

In terms of history students' overall proficiency performance, this review focuses on two subject categories: 1) **critical thinking at the highest level** which requires participating students to:

- evaluate competing causal explanations
- evaluate hypotheses for consistency with known facts
- determine the relevance of information for evaluating an argument or conclusion
- determine whether an artistic interpretation is supported by evidence contained in a work
- recognize the salient features or themes in a work of art
- evaluate the appropriateness of procedures for investigating a question of causation
- evaluate data for consistency with known facts, hypotheses or methods
- recognize flaws and inconsistencies in an argument

and 2) **writing at the highest level** which requires students to

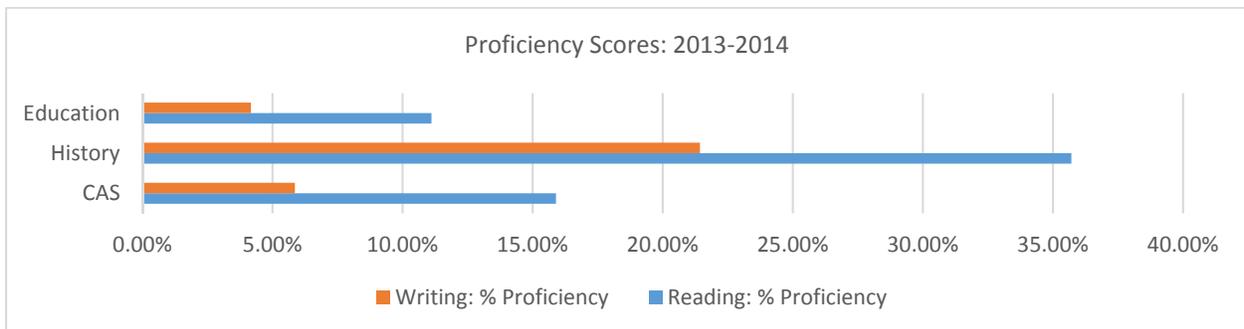
- discriminate between appropriate and inappropriate use of parallelism
- discriminate between appropriate and inappropriate use of idiomatic language
- recognize redundancy
- discriminate between correct and incorrect constructions
- recognize the most effective revision of a sentence.

Table 1.1



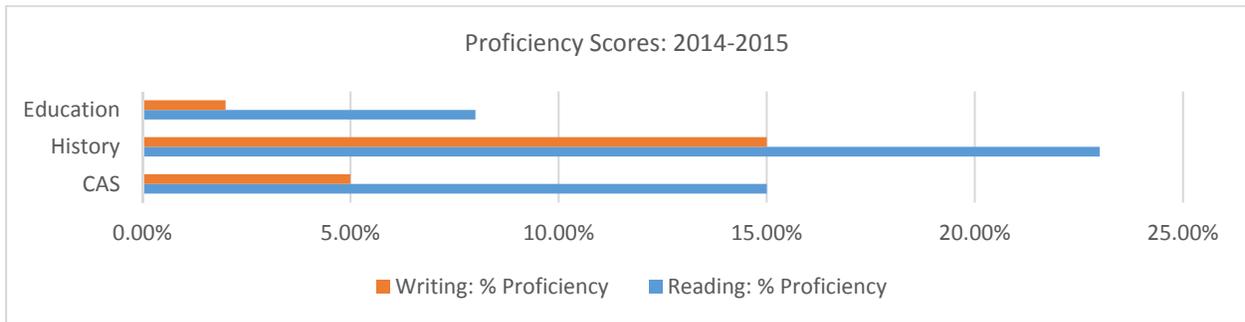
These two subject categories align closest with the department goals and student learning outcomes. During the academic year 2013-2014, history students’ proficiency percentages illustrated the departments’ instructional effectiveness (see Table 1.2, below). 36% of all participating history students demonstrated proficiency in reading, and 21.4% in writing, significantly higher than education students and students overall in CAS.

Table 1.2



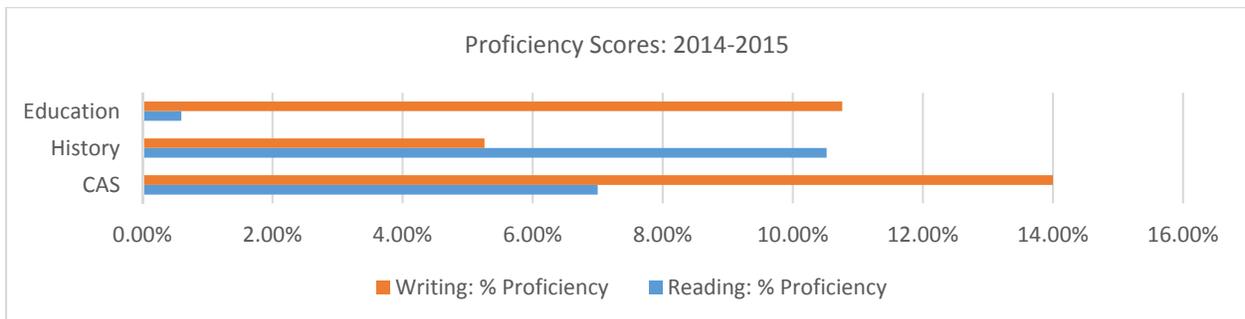
In 2014-2015, the percentages of students' proficiency in reading and writing dropped for history and related fields. Still, history students performed higher in both categories with 23% in reading and 15% in writing (see Table 1.3).

Table 1.3



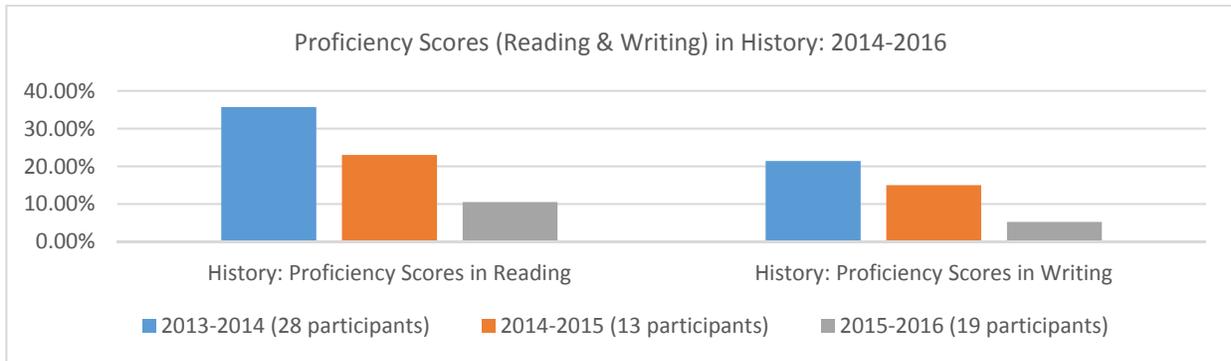
As Table 1.4 below indicates, participating history students achieved an *average* percentage of 10.52% in reading and 5.26 % in writing. In comparison, students in education, a related field, achieved an average of 0.60% in reading and 10.76% in writing.

Table 1.4



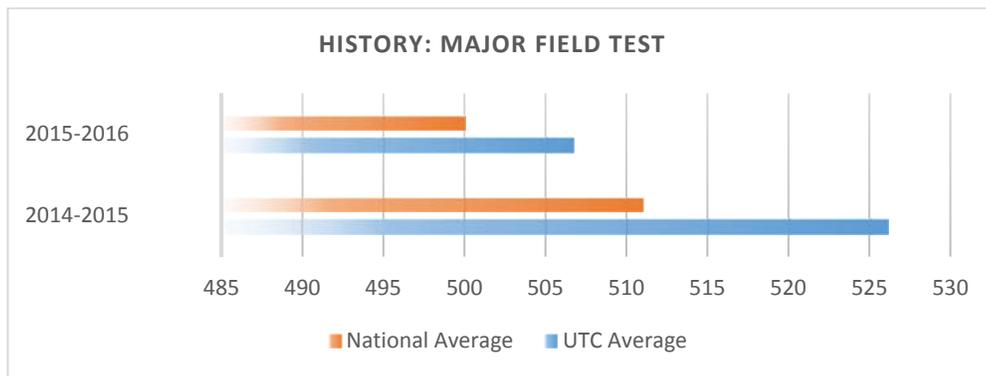
Overall the tables shown above fail to indicate unmeasurable incidences such as students' unwillingness to participate fully. Since 2013-2014, UTC history students' proficiency scores in writing have dropped some degree as shown in Table 1.5 below. However, overall, history students perform significantly above student averages in related fields like education and CAS in total. Table 1.6 substantiates our faculty's continual commitment to reconsidering instruction, assignments, and assessment with an eye for improving students' performance in meeting all of our stated learning outcomes.

Table 1.6



Student Performance on Major Field Exams (criteria 1.2, 1.3)

Table 1.7



For this review, the Office of Planning, Evaluation & Institutional Research (OPEIR) made available records of the major field exams for the academic years 2014-2015 and 2015-2016 (Table 1.7). Participating UTC history majors performed above the national average on the annual major field test during both academic years. During 2014-2015, the national average of the major field exam was 511.00; UTC history students averaged a score of 526.13. Overall, scores dropped the following year, but participating students in the major field exam still ranked above the national average with 506.70.

Results of Institutional Surveys (criteria 1.2, 1.3)

There are currently no internally administered departmental student surveys apart from course evaluations officially submitted anonymously at the end of each term. Overall student evaluations for each term discuss faculty instruction, assignments, and grading procedures (see Part 3 for more details).

However, the current categorization of UTC's evaluative forms does not align directly with department goals or learning outcomes. Thus, students' direct comments offer better insights into how faculty in the department can directly improve students' performance to

achieve learning outcomes. For example, student evaluations for the General Education HIST 2000-level U.S. Survey course recognized instructors' commitment to student success and passion for history as a field of inquiry, as well as acknowledging our SLOs. Official comments described a clear lecture organization and the instructor's effective engagement during discussion segments, stating "[the instructor] works hard to keep students actively engaged through classroom discussion, videos that pertain to the subject matter...and has engaging PowerPoints." Another student comment addressed a written research assignment, noting "[I] learned to become a better writer." Another student commented, "I loved how rather than just stating facts and defining terms [instructor] actually explained how all these events and things in history shaped society, and how people reacted to them." According to these students, the instructor succeeded in conveying "the formal styles of writing, narrative construction, and argument specific to the history discipline."

The department's methods course serves an important foundation where students learn to "generate significant, open-ended questions about the past and devise and carry out research strategies to answer them." In a student evaluation for HIST 3010 (now replaced with HIST 2010), one student explained, "[T]he tools and methodology taught to us on how to approach such extensive research projects was extremely valuable. I have no doubt that the skills practiced such as time management in this class will be useful in whatever field I end up working in." Another upper-level student commented on faculty's efforts to implement applied history projects, including oral histories. The student stated the assignment offered them "a way of understanding how important these records are."

Each semester, faculty work with students one-on-one through individual studies and departmental honors class credits. Faculty regularly meet with students to develop research strategies, identify relevant primary sources, and help them draft and revise these projects. One student wrote, the "[instructor] was an invaluable asset throughout my honors thesis experience. [The instructor] provided timely and attentive feedback on my work at every stage, [was] available for meetings throughout the summer and fall semesters, and challenged me to consider my topic from new historiographical perspectives."

Overall, history students regularly comment on faculty's preparedness, expertise, and their enthusiasm helping them stay engaged and learn contents and skills more effectively across the different levels of the curriculum.

Placement of Students in Occupations Related to Major Field of Study (criteria 1.2, 1.3)

As mentioned in the introduction, the history department is currently lacking data on alumni occupations and the long-term prospects of our students after graduation. However, the department's competitive and multifaceted internship program (HIST 4920) offers students a wide range of research and service-related opportunities to advance and apply learning outcomes in different professional settings (for details, see Part 3).

In 2015, history faculty member Dr. Michael Thompson transformed the internship program when he assumed the coordinator position. Through his leadership, internship

opportunities address the learning outcomes of the department directly and student interest in this program has grown significantly. Advancing learning outcomes through practical experiences, the program has placed 27 students who participated in service- and research related activities since fall of 2015 (see Tables 1.8 and 1.9 below, as well as Appendix D).

Students’ final internship reports indicate the program’s success in promoting department learning outcomes. Students affirm that these semester-long opportunities allow them to apply and practice discipline-specific skills. One student explained that the People’s History internship program allowed to him understand “a great deal of not only how involved leaders and citizens [have been] in Chattanooga in the fight for Civil Rights, but also of how interconnected this city has always been throughout the South.” He noted, “Persistence is definitely key, and so is deep analysis and the ability to look very broadly over a topic before going ahead and narrowing things down.”

Table 1.8

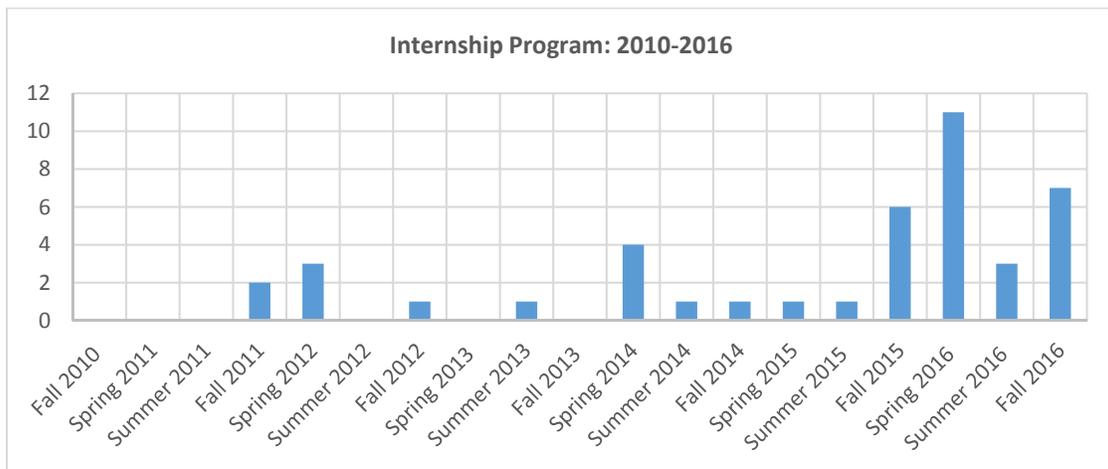
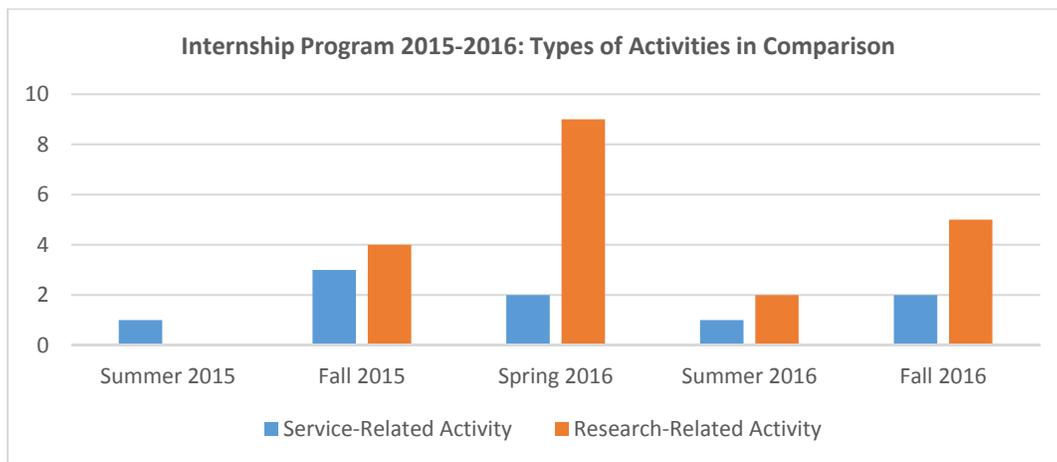


Table 1.9



The department has not been able to obtain specific statistics about graduates' admittance to or performance in graduate schools. On average we send one or two students per year on to further schooling, and faculty draft and submit a minimum 3-5 letters of recommendation per academic year.

Employer satisfaction with academic program (criterion 1.3)

The department currently does not formally collect data about student placement in occupational positions related to the major field of study or graduate studies. With our limited resources and heavy faculty service loads, the department generally relies on such data through collaboration with the Development Office. Former students have informally addressed the effectiveness of the History Department's program, as can be seen above, and they perform admirably on the major tests. Recent graduates of our department have pursued post-graduate degrees in history, library science, education, and law.

Part 2: Curriculum

2. Curriculum – Criteria for Evaluation	
2.1	The curriculum content and organization are reviewed regularly and results are used for curricular improvement.
2.2	The program has developed a process to ensure courses are offered regularly and that students can make timely progress towards their degree.
2.3	The program incorporates appropriate pedagogical and/or technological innovations that enhance student learning into the curriculum.
2.4	The curriculum is aligned with and contributes to mastery of program and student learning outcomes identified in 1.1.
2.5	The curricular content of the program reflects current standards, practices, and issues in the discipline.
2.6	The curriculum fosters analytical and critical thinking and problem-solving.
2.7	The design of degree program specific courses provides students with a solid foundation.
2.8	The curriculum reflects a progressive challenge to students and that depth and rigor effectively prepares students for careers or advanced study.
2.9	The curriculum encourages the development of and the presentation of results and ideas effectively and clearly in both written and oral discourse.
2.10	The curriculum exposes students to discipline-specific research strategies from the program area.

Departmental Curriculum Process

In early 2014, the History department began evaluating and rewriting our Student Learning Outcomes (SLOs) with a mind to eventual curriculum mapping and review as preparation for the latest SACSCOC accreditation cycle. During the 2015-16 AY, the History Department proposed a major overhaul of the structure and requirements for the major and minor, which was based on our new set of SLOs and a rearrangement of history classes that reflected a new focus on student skills. We desired to rebalance course offerings in a way that provided coverage across regions and perspectives throughout the curriculum and that took advantage of faculty areas of expertise and research interests. These changes went live July 1, 2016, and have started a fresh cycle of evaluation for the history curriculum. Thus far, there has been one round of minor corrections to the catalog text and My Mocs Degree requirements as necessary over the course of fall semester 2016. The process of review and correction will continue on a semester basis until all changes are implemented and corrections made (criterion 2.1). The department curriculum committee forecasts about a year and a half for all details to be sorted out.

Curriculum changes and rationale (all criteria)

The results of the History Department's initial curriculum map for the SACSCOC accreditation process indicated significant gaps between the proficiencies we believed our students should develop and the opportunities afforded to them through completion of a history degree. As such, we restructured the learning outcomes and goals of the history major, in addition to remaking the course catalog. The previous curriculum was older and had not been updated for many years; so much of the logic that informed its requirements had been lost to time. In recreating a sensible progression toward the degree, we developed a curricular structure that first, more clearly communicated to students the importance of discipline-appropriate research, analytical and writing skills; and second, allowed the department to assess students' progress in a meaningful way.

The revisions that the department has created also embrace the American Historical Association's goal of defining and articulating the results of a successful completion of a history degree, as per their ongoing "Tuning Project."² Several of our faculty have become involved in this endeavor, which is geared toward enriching the entire discipline on a national level. Our revised curriculum clearly communicates to students and other stakeholders (such as parents and employers) that the study of history is a discipline that develops analytical, information-management, and communication skills in addition to providing deeper understanding of the past and the world around us (criterion 2.5).

In its basic organization and content, the program for the history major at UTC is consistent with current practices within the historical profession. Indeed, measured against the recommendations published in the American Historical Association's (AHA) report, "Liberal Learning and the History Major" (updated 2007), the program emerges as thoroughly mainstream.³ The curriculum satisfies the AHA's recommended program of study, as follows:

- a strong foundation course (which may be waived for those with extraordinarily strong backgrounds in history)
 - fulfilled by World History and U.S. History
- a course expressly designed to acquaint students with the diversity of the global setting in which they live
 - World History, both halves
- a course in historical methods
 - Research and Writing in History (HIST 2100)
- research seminars with significant writing requirements that integrate or synthesize
 - HIST 4020, capstone; HIST 4500 Seminars in History

Please refer to the next section on "New Curriculum Structure" for greater detail.

² For more information on the Tuning Project, please see: <https://www.historians.org/teaching-and-learning/current-projects/tuning/history-discipline-core>

³ [https://www.historians.org/jobs-and-professional-development/statements-and-standards-of-the-profession/liberal-learning-and-the-history-major-\(2007\)](https://www.historians.org/jobs-and-professional-development/statements-and-standards-of-the-profession/liberal-learning-and-the-history-major-(2007))

The History B.A. requirements remain at 39 credit hours, while the minor remains at 18. The 2016 curriculum reflects the department's move from focusing on introductory courses to offering a broader range of upper-division courses that emphasize breadth of both historical and cultural inquiry. It also maximizes the opportunity for faculty to reinforce the full range of departmental goals, enabling students to hone their skills and develop methodological sophistication as they move through the program. The charts below indicate the changes from the old curriculum requirements to the new for the major and minor.

Course Requirements: Major

Old Requirements		2016 Requirements			
1000 level: World History HIST 1010, 1020, 1030	9 hours	1000/2000 level: Any 2 of the following: World: 1110, 1120, U.S.: 2010, 2020	6 hours		
2000 level: U.S. History HIST 2010, 2020	6 hours				
3000-level: HIST 3010 seminar Breadth: at least 1 each United States, European, non-Western	3 hours	2000 level Advanced Surveys: HIST 2100 methods HIST 2xxx-level (2) <i>excluding 2010, 2020</i>	3 hours 6 hours		
	9 hours		3000-level: HIST 3xxx-level (4)	12 hours	
4000 level course	3 hours	NB: <i>Student must have at least 2 courses each in United States, European, and World Histories for the breadth requirement at 2- and 3000-level. 1 each of these must be at 3xxx.</i>			
History electives, above 3xxx	9 hours			4000 level: HIST 4020 capstone 4xxx elective	3 hours 3 hours
				History electives	6 hours
TOTAL:	39 hours	TOTAL:	39 hours		
Minimum 2.0 average in history courses.		Minimum 2.0 average in history courses.			

Course Requirements: Minor

Old Requirements	2016 Requirements
<p>A minor in history consists of 18 hours in history including:</p> <p>(3) HIST 1020: World Civilizations II: World History from c. 1000 to 1800 and</p> <p>(3) HIST 1030: World Civilizations III: World History from c. 1800 to the Present</p> <p>or</p> <p>(3) HIST 2010: United States History to 1865</p> <p>and</p> <p>(3) HIST 2020: United States History Since 1865</p> <p>(9) At least three hours in each of the following areas at 3xxx or above: United States History, European History, World Histories</p> <p>(3) Elective hours to complete 18 hours</p>	<p>A minor in history consists of 18 hours in history including:</p> <p>(3) HIST 2000: How to Do History: Introduction to Research and Writing</p> <p>(9) At least three hours in each of the following areas at 3xxx or above: United States History, European History, World Histories</p> <p>(6) Elective hours to complete 18 hours</p>
<p>Minimum 2.0 average in history courses.</p>	<p>Minimum 2.0 average in history courses.</p>

New Curriculum Overview

Structure (criteria 2.3, 2.4, 2.6, 2.7, 2.8, 2.9)

To ensure a clearer path through the degree, we have visualized this new curriculum as a pyramid (see Appendix A). We conceptualize these levels as follows:

Introducing History

The World and U.S. history sequences sit at this level. While they are numbered at both the 1000- and 2000-level, faculty consensus is that both sequences are taught with the same student outcomes in mind and with the same level of historical understanding. The U.S. survey courses remained at 2010 and 2020 to facilitate state Common Core and Transfer Pathways, since the majority of colleges state-wide (and even nationally) bear these numbers for U.S. history. Students frequently take U.S. history in high school (traditionally the justification for the higher number with the assumption of prior student knowledge) but since the focus of high school history tends to be on the side of facts rather than critical thinking and analytical skills, the department has kept this sequence at an introductory level. These introductory courses provide students a solid foundation in historical instruction through adherence to the General Education outcomes (see below) and assignments geared toward analytical thinking and expression of ideas (see Appendix B).

Several problems emerged regarding these introductory sequences in our last departmental self-study, which have been solved by the curriculum reorganization and changes in faculty composition. The first issue was a lack of coordination and oversight between sections taught in each class. Part of this problem stems from the recertification requirements for General Education—the department must prove that *all* sections meet the General Education outcomes for their category. This is currently being addressed in two

ways: one, the development of a World History Working Group, in which all instructors aim to provide a common pool of readings, exams, papers, and other course material. Secondly, in spring 2017, the department curriculum committee is beginning a program of course alignment, which should bring these diverse sections in line but still allow for academic freedom regarding books and assignments. Once alignment is established it will be maintained through creation of an archive of student work, which will be used for future General Education certification as well as SACSCOC accreditation.

A second difficulty mentioned in our last self-study was the question of the World History three-semester format. While it was created to fit an early General Education program from the late 1990s, Gen Ed requirements changed again in 2013. The three-part sequence of World History made it difficult for transfer students to get credit since most Tennessee colleges teach the two-part semester sequence. As a result, it generated a large number of petitions from transfer students who had a two-part World history course. Also, transfer students who become history majors in the old system still had to take HIST 1020 (the middle section), which detracted from their progress toward degree completion. The 2016 curriculum eliminated the three-part sequence in favor of a two-semester approach (see also “Course Offerings”, below).

Exploring History

These courses at the 2000-level include HIST 2030, History of Tennessee (changed to reflect state-wide trends) as well as 2100, our introduction to writing course, and other “advanced surveys”. These surveys were previously offered at the 3000-level, but were moved in order to provide more opportunity for students to explore historical skills through broader geographical and chronological lenses. In these courses, all of the SLOs are introduced with smaller assignments that ask students to think critically, analyze, and synthesize material. In addition, HIST 2100 focuses on SLOs regarding writing, research, and argumentation that are fundamental to the history discipline (see Appendix B).

Interpreting History

3000-level courses frequently focus on a specific region or chronological period, yet also offer increased thematic specificity that enables students to hone their skills and develop methodological sophistication. Our syllabus examples cover the three geographical distribution requirements (U.S., European, World histories; see Appendix B). At this level we expect students to engage not only with the historical narrative but also with problems of “doing” history, such as oral histories and documentary films, which often come with their own technological and data-management challenges. The instructor might also focus on disciplinary themes like environmental or gender history. All of these courses have writing requirements of differing sizes from small low-stakes assignments such as journals and briefs to larger, 6-8 page research papers. Instructors also include more secondary sources at this advanced level, so students can practice probing not only evidence of the past, but also what we as historians say about it.

Engaging History

The 4000-level includes the capstone course, 4020, in which students complete a major piece of historical research and writing. Other classes include seminar courses that emphasize advanced skills in reading, discussion, and writing. Faculty will usually teach these courses either as a research seminar with a large paper requirement, or as a colloquium that relies heavily on major readings and group discussions, with smaller writing projects over the course of the semester. This level requires students to demonstrate research, writing, and oral communication skills. Students are also encouraged, depending on their career goals and interests, to engage with internships or a departmental honors thesis at the 4000-level. All of these opportunities bring students to Bachelor's-level mastery of disciplinary competencies (see Appendix B).

Methods/Capstone

With the 2016 curriculum, we have instituted a methods/capstone format, where students are introduced to research and writing early in their coursework and then are expected to develop a major piece of research before graduation. This moved our former methods and writing course (HIST 3010) away from the middle of the curriculum, where it was often delayed or forgotten by students, and split it into two courses. These courses include HIST 2100, an introduction to historical research and writing course that, while introducing students to the basics of academic writing in history, is conceptualized broadly enough to meet one of the University's general education requirements in rhetoric and composition. Also included is HIST 4020, in which students are required to complete a capstone seminar with a rigorous research and writing requirement. (see Appendix B).

Course Offerings (criteria 2.5)

The implementation of the 2016 curriculum also involved many changes to the department's course offerings. In addition to creating a new structure, we moved, remade, and created courses that more clearly fit our vision of student-centered learning. Although many of these courses already existed in the History Department catalog, they were moved so that they better served our SLOs. For example, former 3000-level classes like Medieval History or History of the Middle East students were not served by expecting them to do more complicated historical work without knowing anything about the historical narrative. By moving these types of classes to the 2000-level, we may concentrate equally on the narrative (SLO 1) and introducing the other SLOs rather than expecting students to practice historical skills when they have not been introduced to the narrative previously.

A number of courses were substantively reformed and so are considered new courses since they were created (or recreated) to fit our new curriculum. These reforms included "lumping" two courses together, such as The Gilded Age and Progressive America, into one class titled "Gilded Age to the Jazz Age," thus streamlining course content that was better represented together—in other words, students cannot understand the actions and reactions of Progressive America without a knowledge of the "Gilded Age" that preceded it. Other changes included splitting a current course, as in the case of the three-semester sequence of World History. We took the middle semester and split it between the first and last semesters, thus

creating a two-semester sequence with a cutoff at 1400 C.E. (agreed by faculty to be a global turning point). By lumping and moving these courses, we have created a series of class sequences that cover geographic and chronological areas, while allowing us to introduce students to the work historians do.

Topics Courses

We wished to create a new series of topics courses at the 2000- and 3000-level to replace the previous topics courses at the 4000-level. This change reflected our focus on SLOs and our geographical distribution requirements, which we added to the 2000-level through creating a series of course sequences in European, U.S., and World Histories (see Appendix E). Since the 2000-level is fully occupied, it also needed the ability to create and try out new courses (as did 3000). In addition, linking topics courses to distribution requirements eliminated current confusion and the need for students to petition classes to fit a certain area. As a result, the 4000-level versions of these classes were removed from the catalog.

Regularity of Offerings (criteria 2.2, 2.3)

The 2016 curriculum is available to all students in the 2016 catalog year and later. This includes students changing majors after July 1 2016; any current history lower classmen who have not taken many of the old requirements are also encouraged to switch to the new curriculum. As for students in the old catalog years trying to complete the major, we have developed substitutions that ensure all majors can complete their degree in a timely fashion, in spite of the major changes to the curriculum.

- Students needing the second part of World Civilizations (old HIST 1020) that was eliminated are to take a 2000-level survey in the European or World Histories categories.
- HIST 3010 (Seminars in History) is replaced across the board with the new capstone seminar, HIST 4020.
- The 4000-level seminar requirement is fulfilled by any new 4000-level course *except* HIST 4020 (capstone seminar), HIST 4920 (internships in history); or HIST 4998 (individual studies).

The department is able to provide all of its courses in sufficient number and regularity so that students are able to fulfill the requirements for the degree in a timely fashion; if they follow the Clear Path (see Appendix A) they should finish in four years. We also provide several of the introductory courses during the summer months, as well as online throughout the year. One introductory course is offered in a large lecture-hall format, seating between 120-160 students in fall and spring. In addition, several of the faculty are in the process of developing a hybrid delivery of the World History sequence that will be available in the seven-week split-semester format, ensuring that students could take both of them (as is necessary for some of the secondary education concentrations) in one semester.

Both sections of World and U.S. history are offered every semester, as is HIST 2100 and the capstone 4020. There is also at least one 4000-level course scheduled, as well as internships every semester. We are also careful to offer enough 3000-levels to cover at least

two of the three geographical distributions of Europe, U.S., and World Histories per semester. The remaining distribution credit is usually covered at the 2000-level. Since the 2000-level courses are new there are some “growing pains” as to how many should be offered each semester and how many sections of each. Thus far we have offered two topics a semester—in fall 2016, two classes were offered with two sections each while in spring two are being offered with one section each, in part because enrollments trend downward in spring semester and in part because we are over our comparison numbers, according to the Delaware Study (see Part 4). There has been discussion of developing a rotation of offerings within each geographic area, but due to special faculty circumstances in Spring 2017 this has not been fleshed out in any detail (course releases, sabbatical, new faculty).

Catalog Information (criteria 2.3, 2.4, 2.5, 2.6, 2.8, 2.10)

Students usually first engage with the history degree online, either through the website (criterion 2.3) or the course catalog.⁴ As part of the 2016 revision, our catalog text was updated and refined. In it, we briefly describe the requirements for the major and minor, our SLOs, the various specialties of the faculty, as well as student opportunities and potential student career paths. The focus of the catalog language is on transferable student skills and the global nature of a history degree that centers student learning and engagement with the program within the context of faculty concentrations and research. The rest of the catalog material lays out the major and minor requirements; the online version offers course listings and clickable course descriptions (See Appendix E).

General Education (criteria 2.6, 2.9)

The 2016 changes also impacted our contributions to the General Education curriculum, both in courses already certified as General Education and also in new course offerings. Overall, both 1000- and 2000-level courses offered in our department have been certified for the General Education (GE) category Historical Understandings (HU), with the exception of topics courses. Several courses also bear additional certifications for other GE categories such as Non-Western (NW) and Thoughts, Values, and Beliefs (TVB). As per the chart below, restructuring of our course numbers has created small course sequences for European, U.S., and World Histories. The SLOs of our introductory courses also align with the outcomes of UTC’s General Education program and so our General Education courses act as foundations of analytical and critical skills in written and oral discourse as well as a gateway to upper-division study. Please refer to the section on “Regularity of Offerings” above for more information on course availability.

HIST 1110	World History from the Origins to 1400	HU, NW, TVB
HIST 1120	World History from 1400 to the Present	HU, NW, TVB
HIST 2010	United States to 1865	HU
HIST 2020	United States since 1865	HU
HIST 2030	History of Tennessee	HU

⁴ <https://www.utc.edu/history/>; please see appendix for catalog information.

HIST 2410	Colonial and Revolutionary America	HU
HIST 2420	Early National and Antebellum America	HU
HIST 2430	The Era of the Civil War and Reconstruction	HU
HIST 2440	Gilded Age to Jazz Age	HU
HIST 2450	Depression Era to Recent Times	HU
HIST 2460	History of the American South	HU
HIST 3420	Gender, Sex, and Society	HU, TVB
HIST 2210	Medieval Europe, c. 300-1500	HU
HIST 2220	Early Modern Europe, c. 1500-1800	HU
HIST 2230	Modern Europe, c. 1800-present	HU
HIST 2610	History of Sub-Saharan Africa to c. 1800	HU, NW
HIST 2620	History of Sub-Saharan Africa, c. 1800-Present	HU, NW
HIST 2810	East Asia from Antiquity to 1600	HU, NW
HIST 2820	East Asia in the Modern World	HU, NW
HIST 2850	Colonial Latin America	HU, NW
HIST 2860	Latin America from Independence to the Present	HU, NW
HIST 2880	History of the Modern Middle East	HU, NW

The department's courses contribute to and build on the General Education Outcomes for these categories, as follows:

Historical Understanding: in which our SLOs are a near match for the General Education Outcomes

- Explain concepts such as cause and effect, change over time, context, and contingency.
- Explain the varieties of historical evidence and assess their strengths and limitations.
- Analyze and interpret primary and secondary source material, distinguish between them, and place them in context.
- Evaluate multiple perspectives that emerge from differing narratives and sources.
- Follow and construct logical and coherent historical arguments.
- Articulate the relationship between the past and the present.

Non-Western: which is epitomized by our World Histories geographical distribution

- Identify and analyze knowledge, artifacts, or practices of at least one non-Western* culture.
- Recognize and articulate the complexities of human differences within the culture or cultures under examination.
- Draw comparisons between the culture or cultures under examination and Western* traditions or practices.
 - * "Western" is defined as an ideological, not a geographic, construct referring to peoples whose traditions trace their origins predominantly to European or American cultural heritages, recognizing that virtually no culture can be said to be "purely" Western or non-Western.

Thoughts, Values, and Beliefs: which is fulfilled by world religion segments in World History, as well as the focus on gender as an analytical category in U.S. history.

- Identify the key components of at least one body of thought.

- Explain and analyze a body of thought.
- Apply the unique perspective of the body of thought to a specific problem or question.
- Effectively articulate in writing their individual perspective in relation to the body of thought.

Student Opportunities (criteria 2.5, 2.6, 2.8, 2.10)

Alongside changes to the formal curriculum, our department has also begun to explore other ways to encourage students to understand and embrace the skills developed through completion of the history degree; an important element of our overall curriculum review process is integrating this element into the structure of the degree. Our investigation of stakeholder interest has helped our department to generate a 2-part workshop every semester on “what to do with a History Degree,” with one part on applying and getting into graduate school and the other part on careers and the desirability of a History BA in the workplace. The graduate school workshops draw on the expertise of our history faculty, while the careers workshops offer the students the chance to interact with people who have put their undergraduate or advanced degrees in history to use outside of the commonly-expected fields of academia, K-12 education, and law. Panelists thus far, including representatives of fields like banking, museum work, and human resources management, have testified through their presence and their stories to the applicability of education in history for a wide range of employment. We are also beginning to build connections with departmental alumni, laying the foundations for investigation of alumni experiences and perspectives as to how further refinement of our curriculum could better serve our current and future students.

The 2016 curriculum continues to build on opportunities for students to participate in research. This occurs in the 4000-level as part of the requirement, but also through additional chances in the form of the Departmental Honors sequence, where students propose, research, write, and defend a large work of original research (usually 50-60 pages). The department’s chapter of Phi Alpha Theta also focuses on the presentation of student research at local and state-level conferences. As part of the planning for the 2016 curriculum, faculty were also interested in the idea of publishing a yearly magazine with student capstone research, though that discussion was tabled for later consideration, given the amount of adjustment the new curriculum requires. Finally, also in the 4000-level, the history internships course pairs students with internship opportunities in the area, such as local museums and historical sites (see Appendix D and Parts 1 and 3 for more details).

Additional Information

As part of the new curriculum, we proposed and were approved at the university level for a new major, a Bachelor’s of Science in History. The rationale was to provide another way in which students could directly link historical study and the skills it offers with a broad spectrum of possible professional outcomes, focusing more on applied history. For example, it would allow students who are not interested in the traditional graduate and professional schools track to focus on associated coursework while still being guided by the broader SLOs of the history

discipline. Students pursuing this major would be required to complete a set of classes pursuant to their potential career path such as public history or policy studies, determined individually in consultation with their History advisor. They would also be encouraged to complete at least one three-credit internship if relevant to their goals.

While the B.S. plan was approved by the Faculty Senate Curriculum Committee, because it required the creation of a new major, the plan also needed to be proposed to and approved by the University of Tennessee Board of Trustees and the Tennessee Higher Education Commission (THEC). A proposal to THEC was drafted in summer 2016, but over the course of fall 2016 it became clear that there was an easier way to attain these goals without needing state-level approval. During the course of Spring 2017, the department curriculum committee will explore the option of creating concentrations within the History major. These concentrations might look this:

- B.A. in History
 - Humanities (the traditional track with 2 years of a foreign language, suitable for graduate and professional schools)
 - Social Sciences (formerly the B.S., focusing on associated coursework and applied history)
 - Education (currently the School of Education's B.S. in Secondary Education in History requires less content than pedagogy. The faculty believes that as teachers in K-12 context, students would be better served going into the workplace with more content and less pedagogy, since most of the Tennessee-state standards for history require quite extensive knowledge in their history classes).⁵

⁵ For a searchable list based on grade, please see: <https://www.tn.gov/education/article/social-studies-standards>

Part 3: Student Experience

3. Student Experience – Criterion for Evaluation	
3.1	The program provides students with opportunities to regularly evaluate the curriculum and faculty relative to the quality of their teaching effectiveness.
3.2	The program ensures students are exposed to professional and career opportunities appropriate to the field.
3.3	The program provides students with the opportunity to apply what they have learned to situations outside the classroom.
3.4	The program seeks to include diverse perspectives and experiences through curricular and extracurricular activities.
3.5	Students have access to appropriate academic support services.

Student Evaluation of Faculty and Curriculum (criterion 3.1)

History Department faculty take instructor and course evaluations very seriously. Further, we endorse the university's position that these evaluations serve two important purposes: first, they "help UTC make decisions about faculty," specifically with respect to "retaining and rewarding faculty"; and, second, they provide faculty with feedback "to help each individual instructor improve the quality of instruction."

We believe the department more than adequately provides students with opportunities to regularly evaluate the department's faculty and curriculum. In fact, every course taught at UTC is evaluated each semester, except those courses classified as thesis, dissertation, independent study, clinical, co-op, exchange, and/or student teaching. All course evaluations are administered online confidentially through MyMocsNet and are managed through the Office of Planning, Evaluation, & Institutional Research (OPEIR). Evaluations are open to students during the last three weeks of regular classes and close the last day of classes, prior to finals.

Evaluations consist of seven Likert-scale survey questions, on which a reviewed faculty member can secure a top score of 7.0, and four open questions.

1. The instructor is willing to help students.
2. The instructor encourages students to be actively engaged in learning the content of this course.
3. The instructor provides timely feedback on assignments and exams.
4. The instructor includes activities and assignments that help students learn the content of this course.
5. The instructor clearly communicates expectations of students for this class.
6. The instructor expects high quality work from students.
7. Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.

Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)	Unable to Judge (%)
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Open questions:

1. Which components of this class—such as lecture, discussion, assignments, exercises, and exams—best helped you learn?
2. What about this class could be changed to help you better learn?
3. Do you feel you learned a lot in this class? Please explain.
4. Please provide any other comments about this class you would like to share.

Student ratings of history faculty from Fall 2015 (provided by OPEIR, see Appendix F) indicate the following:

- 73 percent of students (compared with 71 percent for the college and 72 per cent for the university) completely agreed with the statement, “the instructor is willing to help students.”
- 66 percent of students (compared with 71 percent for our college and 70 per cent for the university) completely agreed that “the instructor encourages students to be actively engaged in learning the content of the course.”
- 59 percent of students (compared with 64 percent for both college and university) completely agreed that “the instructor provides timely feedback on assignments and exams.”
- 56 percent of students (compared with 62 percent for the college and 64 per cent for the university) completely agreed that “the instructor includes activities and assignments that help students learn the content of this course.”
- 63 percent of students (compared with 65 percent for the college and the university) completely agreed with the statement “the instructor clearly communicates expectations of students in this class.”
- 69 percent (compared with 72 percent for our college and 73 per cent for the university) completely agreed with the statement that “the instructor expects high quality work from students.”
- With respect to overall satisfaction – i.e., that the class “provided an excellent opportunity” for students to increase their “knowledge and competence in its subject,” the department earned 63 per cent complete satisfaction (compared with 65 percent for both the college and the university).

These percentages, on the whole, fall below the average for the College of Arts and Sciences (CAS), but the information in Part 1 on the higher performance of history students when compared to CAS and education majors suggests that majors, at least, are absorbing the skills we are teaching them, whether students consciously recognize it in their evaluations or not.

Student evaluations of faculty performance are officially reviewed twice yearly. The first is through the university-mandated annual performance review process. Known as the *Faculty Evaluation and Development by Objectives (EDO)*, faculty teaching is one of three performance

areas assessed (the other two being research and scholarship). The second means by which student ratings of faculty are assessed is through the Rank, Tenure, and Reappointment (RTR) process. As a general policy, administrators reference student evaluations when making decisions about faculty retention, promotion, and tenure. Individual faculty members also review their own student ratings to identify strengths and weaknesses with their teaching and to determine effective ways to improve their teaching skills.

Professional/Career Opportunities for Students (criterion 3.2)

The history department provides junior and senior-level students with many discipline-related professional and career opportunities. Although we do not offer a formal internship program, we do offer a wide range of internship opportunities through our partnership with local state and national parks as well as with local museums and cultural centers. To participate, students submit a formal application to enroll in “HIST 4920: Internships in History.” During a single semester, student interns can earn three credit hours for 150 hours of internship work; two credits for 100 hours of work; or, one credit for 50 hours of work. These internship opportunities are specifically designed to provide our students with opportunities to: (a) further develop and practice their historical and critical-thinking skills beyond the classroom; (b) acquire skills and knowledge about various history-related professions; and, (c) explore a potential career path. We should also add that these internship opportunities help the history department foster meaningful connections between UTC history students and the greater Chattanooga community (For more information, see syllabus in Appendix D).

From Fall 2015 to Fall 2016 (and including Summer 2016) twenty-seven students participated in history department internships and among the places they interned included: the Chattanooga History Center, the Bessie Smith Museum, the Hunter Museum, and the National Medal of Honor Museum. For a complete list, please reference Appendix D.

Student Curricular/Extracurricular Activities (criterion 3.3)

Since the last self-study our chapter of *Phi Alpha Theta* (the National History Honor Society) has continued to grow. We inducted fifty-two new members into the society and every semester ensured our students presented history papers at local and state-level conferences. As you will see in Appendix G, over the past five years, seventeen of our student members presented papers at ten different conferences. As in the past, faculty members continued to work closely with students to help edit their papers and make them suitable for a twenty-minute presentation. In addition, UTC hosted a *PAT*-sponsored conference in conjunction with four other regional colleges, at which a number of UTC students and *PAT* members presented.

Over the past five years, as well, *Phi Alpha Theta* paired with the History Club to host several history student colloquia. From 2011-2015, ten *PAT* students presented history papers to the campus community at four different History Club-hosted colloquia. These were a great success and were invaluable in helping to prepare our students for participation at local undergraduate history conferences.

The History Club, too, has been instrumental in offering our students extra-curricular activities. In addition to the history student colloquia mentioned above, from 2011-2016, History-Club events included:

- hosting an evening history film series that consisting of four films followed by informal discussions;
- organizing informational sessions for students interested in pursuing history at the graduate level;
- hosting a lecture on African American Chattanooga by the then Executive Director of the Chattanooga History Center, Dr. Daryl Black;
- organizing a driving and walking tour of the Chickamauga Battlefield;
- organizing a tour of the Chattanooga Tow Truck Museum;
- organizing a Chattanooga ghost tour;
- co-sponsoring and promoting the lecture entitled “Desegregating College Football in the Jim Crow South, 1945-1975,” offered by Georgia Southern University Visiting Professor Dr. Zeb Baker;
- organizing a tour of Chief Vann House Cherokee Historical Site in Chatsworth, Georgia;
- organizing a tour of the Tennessee State Museum in Nashville;
- hosting a session on UTC Special Collections Session;
- organizing a Moccasin Bend Walking Tour;
- hosting a Native American History Lecture;
- visiting the Bessie Smith Cultural Center Sit-Ins Exhibit; and,
- organizing an African-American History Walking Tour.

Finally, through the department’s recently established Euphrates Chapter (January 2016) our students can immerse themselves in Middle Eastern culture and, via chapter activities, help to inform the university community about relevant Middle Eastern news. Last semester the chapter partnered with the History Club to host a roundtable with UTC’s history faculty on “The U.S. and the World: Foreign Policy and the 2016 Presidential Election.” The history department’s regional experts discussed the foreign policy positions of the presidential candidates. Last semester, as well, the chapter hosted Professor Lihi Ben Shitrit, who gave a public lecture titled, “Righteous Transgressions: Women’s Activism on the Israeli and Palestinian Religious Right.”

Student Exposure to Diversity (criterion 3.4)

Over the past five years, the History Department has proven itself committed to offering, on a regular basis, a considerable array of courses that spotlight the diverse regions and peoples of the world. These courses have included: the History of Sub-Sahara Africa (SP 2011, FA 2013, SP 2014, SP 2014, SP 2016); the History of South Africa (SP 2012); Africa in the Atlantic World (FA 2012, FA 2015); Africa and the Globalization of Christianity (FA 2015); Southern African History (FA 2014); Traditional China (FA 2010, FA 2012); Modern China (SP 2011); Traditional Japan (FA 2011); Modern Japan (SP 2012); East Asia (SP 2015); East Asia in Modern Times (FA 2015); US and Asia (FA 2016); Native Society in Latin America (SP 2013); Colonial Latin America (FA 2011, FA 2013); Latin American History from Independence to the Present (SP 2012); Nineteenth-century Native American History (SP 2013); Readings in

Colonial Native America (SP 2013); Minorities in Twentieth-Century Europe: Jews, Germans and Roma (FA 2013); African Americans in Popular Culture (SP 2013); African American History from Reconstruction to Obama (FA 2013); Race, Ethnicity and Class in the US (FA 2014); Immigration and Ethnicity in American History (SP 2015, SP 2016); the Civil Rights Movement (FA 2015); US and the Middle East (FA 2016); the History of the Middle East (FA 2016); and, the History of Iran (SP 2016).

With respect to diversity-related extra-curricular activities, since the last program review, the department has been particularly active in hosting and/or sponsoring a wide range of campus and community events that expose our students to diverse individuals and perspectives. In addition to the History Club and Euphrates Chapter activities mentioned above, three of the department's four lecture series—the Holocaust Lecture Series, the Africana Studies (formerly the Black History) Lecture Series, and Visual History Film/Lecture Series—specifically spotlight the experiences of underrepresented groups. Among the diversity/race-related events we hosted or helped to sponsor over the past few years, include:

- “Between Race and Nation: Shirley Chisholm and National Politics,” a lecture by Anastasia Curwood, University of Kentucky (March, 2014);
- “‘As Firmly Linked to ‘Africanus’ as Was that of the Celebrated Scipio’: Abraham Lincoln, Emancipation, and the U.S. Colored Troops,” a lecture by John David Smith, University of North Carolina at Charlotte (November 2015)
- “What Kind of Reckoning?: Making Sense of the Contemporary Prosecutions of Civil Rights-Era Murders,” a lecture by Renee Romano, Oberlin College (March, 2015); and
- Our “race, class, and power” event at the Bessie Smith Cultural Center (May 2016). Moderated by Dr. William Kuby, the session included a “candid but constructive discussion about the relationships — past, present, and future — among Lincoln Park, Warner Park, Engel Stadium, and UTC communities.”

The relevant events we have scheduled for later this semester include Heather Ann Thompson, of University of Michigan, who will speak about the subject of her book, *Blood in the Water: The Attica Uprising of 1971 and its Legacy* (March 2017) and Jim Downs who will visit campus in April 2017 to discuss his scholarship on race and medicine in the Civil War Era. In February 2017, David Fedele will screen his award-winning film *The Land Between* about Sub-Saharan African migrants living in the mountains of northern Morocco, as well as meet and advise history students working on film projects.

Student Support Services (criterion 3.5)

UTC offers a variety of services to assist and support students in reaching their academic goals. The Counseling and Personal Development Center provides individual and group counseling that covers everything from choosing a major and adjusting to college life to test anxiety and stress management. The mission of the Center for College and Student Success (CCSS) is to “support all students through tutoring and supplemental instruction and provide programs and services to promote student success.” Among the subjects for which the center

offers free tutoring in history. CCSS also offers online modules that help students develop skills necessary for academic success, such as: note taking, critical thinking, reading tips, class participation, and exam preparation. Throughout each semester, as well, the university's library provides several free workshops to students, designed to help them with research and writing assignments. These include sessions on: MS Word, Excel, PowerPoint, Chicago citation style, endnote, and "How NOT to Plagiarize." Moreover, via the "Ask a Librarian" tab on the Library home page, our students can text message with our librarians in real time during library operational hours. UTC's Writing and Communication Center (WCC), , offers students free assistance and one-on-one consultations "on any type of writing, speech, or presentation, at any stage of the creation process." As such, WCC consultants assist our students with all aspects of the writing process from the analytical (devising a thesis statement, advancing an argument, and crafting a conclusion) to the mechanical (grammar, sentence structure, and in-text citations).

The History Department also works closely with the Disability Resource Center (DRC) to ensure all our students with disabilities receive appropriate classroom and course accommodations. DRC-provided services include: extended test time; test taking in a distraction-reduced environment; designated note takers and scribes; text to speech programs; and assistive listening devices.

Finally, once a student declares a major in history, he/she is assigned a tenure-line history faculty member to serve as their faculty advisor. As stated clearly on the department's website: "[f]aculty advisors are available to help majors plan their schedules, choose appropriate classes, prepare for graduation, and provide academic support." Faculty make every attempt to meet with advisees, at a minimum, once a semester (and typically during advisement week) to discuss the student's academic progress, offer advice about next-semester course selections, and provide advisees with registration PINs. Furthermore, all full-time history faculty are readily available to meet with students during regularly scheduled office hours (at least three hours/week) and if designated office hours are not convenient, then faculty meet with students by appointment.

Part 4: Faculty

4. Faculty (Full-time and Part-time) – Criterion for Evaluation	
4.1	All faculty, full time and part-time, meet the high standards set by the program and expected SACSCOC guidelines for credentials.
4.2	The faculty are adequate in number to meet the needs of the program with appropriate teaching loads.
4.3	The faculty strives to cultivate diversity with respect to gender, ethnicity, and academic background, as appropriate to the demographics of the discipline.
4.4	The program uses an appropriate process to incorporate the faculty evaluation system to improve teaching, scholarly and creative activities, and service.
4.5	The faculty engages in regular professional development that enhances their teaching, scholarship and practice.
4.6	The faculty is actively engaged in planning, evaluation and improvement processes that measure and advance student success.

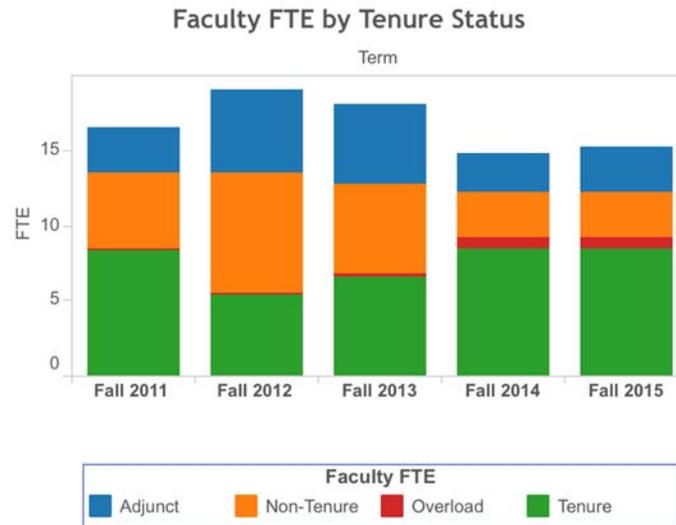
Faculty Size (criterion 4.2)

The size of the department’s tenure-track faculty has grown in recent years, as we have created new tenure lines and filled formerly vacated ones. Though our department has lost seven tenure-track faculty members since its 2010-2011 program review due to retirements, resignations, and tenure denials, we have since replaced all of those positions with new tenure-track faculty (this number includes Julia Cummiskey, our recently hired Africanist who will formally begin teaching in the department in August 2017). We have also hired a new permanent department head to replace our former interim head. Meanwhile, we have continued to employ three full-time lectures, bringing our full-time teaching faculty to thirteen. In the Fall 2016 semester, we employed six adjunct faculty members to teach a total of eleven sections. As Table 4.1 indicates, our department has become less reliant on adjunct instruction in recent years. We see this as a great success—not because we wish to discredit the excellent work of our adjuncts, but because we are pleased to have attained a robust full-time faculty after a period of instability. While we read of departments across the nation that have seen consistently shrinking full-time staff and an increasing reliance on adjunct labor, we are pleased to be bucking that trend of adjunctification as we maintain a strong faculty of tenured/tenure-track professors and full-time lecturers.

Though our faculty is operating well at its current size, we would still benefit from future growth. From a curricular perspective, there are some important gaps in our areas of specialty—specifically the lack of a Native American historian and a historian of South Asia. We are also heavily lopsided in the direction of modernists, with only three of our tenure-track faculty consistently teaching courses that focus on pre-nineteenth-century material. This limitation is in many ways a result of the lopsidedness of the job market itself; for instance, our recent open-periodization searches in East Asian, Latin American, and African history attracted an overwhelming number of twentieth century historians. We do our best to compensate for these imbalances when we schedule courses, and many of us teach pre-modern courses in spite of our

modern research specialties. Still, this is an imbalance that we would like to remedy moving forward.

Table 4.1



Source: UTC Office of Planning, Evaluation and Institutional Research.

The university’s current financial status makes the creation of new tenure lines—and even the replacement of vacated ones—a big challenge, so we do not operate under the assumption that new job openings are forthcoming. As Table 4.2 illustrates, however, our faculty most often surpass the expected Delaware standards in student credit hour production, often by considerable quantities. We have been able to maintain this high production even as the university’s new general education curriculum has de-incentivized History classes for introductory students. There are some notable exceptions to this pattern. For instance, John Swanson only teaches one class per semester due to his service as department head; William Kuby is only teaching one course in the Spring 2017 semester after receiving a competitive Pre-Tenure Enhancement Program (PREP) grant, which carries a two-course release; Seth Epstein’s numbers appear to be below capacity during certain semesters, though this is only because the rubric in use does not account for the two additional sections he has taught in the Honors College during these semesters—if they were counted, his credit hour production numbers would be over expectations. In general, full-time faculty in our department are teaching well above the number of students suggested by the Delaware hours. And in this capacity, while we know the university is reluctant to create new tenure lines, we believe that our current workload justifies new lines in the future. This need is further compounded by the heavy service expectations that accompany work in a small and active department.

Table 4.2

Name	Discipline	Dept	Rank	201440	201520	201540	201620	201640	201720	201440	201520	201540	201620	201640	201720
Epstein, Seth	History	History	NTT	345	426	291	282	255	369	112%	139%	95%	92%	83%	120%
Guilfoyle, James	History	History	NTT	498	363	417	410	405	393	162%	118%	136%	134%	132%	128%
Gorshkov, Boris	History	History	NTT	612	549	543	450	516	465	199%	179%	177%	147%	168%	151%
Swanson, John	History	History	T/TT	45	48	45	42	81	57	22%	24%	22%	21%	40%	28%
Kuby, William	History	History	T/TT	207	267	231	288	215	80	102%	132%	114%	143%	106%	40%
White, Michelle	History	History	T/TT	312	222	276	315	195	186	154%	110%	137%	156%	97%	92%
Hu, Fang Yu	History	History	T/TT					252	222	--	--	--	--	125%	110%
Eckelmann, Susan	History	History	T/TT	321	276	261	288	288	288	159%	137%	129%	143%	143%	143%
Edwards, Ryan	History	History	T/TT					309	294	--	--	--	--	153%	146%
Tracy Samuel, Anne	History	History	T/TT		273	318	285	309	312	--	135%	157%	141%	153%	154%
Robison, Kira	History	History	T/TT	309	318	306	306	264	372	153%	157%	151%	151%	131%	184%

Faculty Diversity (criterion 4.3)

The department has made great strides in increasing diversity since the 2010-11 program review, particularly in the realm of gender diversity. The last report noted that women composed only twenty percent of the overall tenure-track faculty. When Julia Cummiskey joins our faculty in the Fall 2017 semester, women will make up sixty percent of the tenure-track faculty—a stunning transformation in a short period of time. The department still remains overwhelmingly white in its racial makeup. We have hired two faculty members of color in recent years, though Sidney Xu Lu left the university in 2015 because his wife (a Ph.D. from the University of Pennsylvania’s Annenberg School of Communications) did not receive a position in the Department of Communication. There is currently one person of color on our full-time faculty. In this sense, while the department no longer holds an all-white full-time faculty, it still has a distance to go in attaining true racial diversity. We have continued to make efforts to recruit faculty members of color, offering two additional tenure-track positions to racial minorities. The candidates declined these offers to pursue other opportunities. Our attention to racial diversity and equity in hiring nonetheless reflects a positive change in the department’s culture.

In addition, the department shows diversity in the realms of nationality and sexual orientation. Of the twelve currently-employed full-time faculty, four are from foreign nations (Germany, Taiwan, Russia, and Canada), and two are openly gay. Though the office of Equity and Diversity does not track nationality and sexual orientation, we believe that these categories are vital ones, which allow for us to address student learning needs in an increasingly diverse and global society.

Lastly, the faculty has shown a greater commitment to diversity in its curriculum. We have increased our course offerings in an array of fields that value the racial, ethnic, and sexual diversity of our student body. Recently developed classes have focused on the Middle East (Tracy Samuel), Asia (Hu), Latin America (Edwards), African American History (Eckelmann Bergel, Thompson, Kuby), ethnicity and national identity (Swanson, Epstein), and gender and sexuality (Kuby, Hu, Eckelmann Berghel, White). This attention to diversity in our curriculum is a crucial component of our broader quest to be a diverse department in all capacities.

Faculty Preparation (criteria 4.1, 4.3, 4.5)

Our nine tenure track faculty and three lecturers are well prepared for their teaching responsibilities and meet SACSCOC qualifications. We have recently hired a tenth tenure track faculty member, who also meets these qualifications. The following brief summaries attempt to highlight the contributions of each of our faculty members

Faculty Preparation: Tenure Track

The following tenure-track are listed in order of seniority:

John C. Swanson

Professor Swanson received his Ph.D. from the University of Minnesota (1996). He arrived at UTC in 2012 to serve as the History department's head after teaching at Utica College in New York state. His research specialties include modern Central and Eastern European history, nationalism and ethnic identity, minorities, Holocaust studies, and historical representation on film. He teaches popular upper-level courses on "Nationalism and Ethnic Identity in Europe," "Europe Under Hitler's Shadow," and the Holocaust. He has also led several student tour groups to Hungary, Poland, Germany, and Austria to complement their coursework. Professor Swanson published his first book, *The Remnants of the Habsburg Monarchy: The Shaping of Modern Austria and Hungary, 1918-1922*, in 2001. His second monograph, *Tangible Belonging: Negotiating Germanness in Twentieth-Century Hungary*, was published by the University of Pittsburgh Press in January of 2017. In addition, he has authored numerous articles, book chapters, and edited collections, and he has presented his scholarship at conferences around the world. In addition to his work as a historian, Professor Swanson is an accomplished documentary filmmaker. His film *About a Village*, which explores questions of lost childhood, Heimat, and nostalgia for current and former members of the Hungarian village of Máriakéménd, has been screened at film festivals in London, Montreal, Los Angeles, and New York.

Michelle White

Professor White holds a Ph.D. from York University (2001) with a specialization in Early Modern England. She teaches courses on the history of England, Early Modern Europe, and world history. In the 2016-17 academic year, she has taught four sections of our department's new required introductory course, Rhetoric and Writing in History, helping to get our new curriculum off the ground. Professor White has also contributed to the Women's Studies program, offering courses in European women's history. Her first book, *Henrietta Maria and the English Civil Wars*, was published in 2006 and she is currently completing a second book entitled *Catherine of Braganza: Charles II's Neglected Queen* (forthcoming from Palgrave Macmillan). She has participated in numerous academic meetings and published book reviews and biographical entries. A popular lecturer, Professor White has received several awards, including the SGA Outstanding Teacher Award and the UT National Alumni Association Award. Her service to the department includes past leadership in the History Club and Phi Alpha

Theta honor society. She has also served on the Faculty Senate and the Women's Studies Advisory Board, and she was elected to the UTC Council of Scholars in 2013.

Michael Thompson

Professor Thompson holds a Ph.D. from Emory University (2009). He teaches courses in early American history, African American history, and the American South—including a popular upper-level seminar on the history of American slavery. His first monograph, *Working on the Dock of the Bay: Labor and Enterprise in an Antebellum* was published by the University of South Carolina Press in 2015; it was the runner up for the George C. Rogers Jr. Award for that year's best book on South Carolina history. Professor Thompson has also published essays in edited collections from the University of Pennsylvania and University of South Carolina Presses. He has presented scholarship at numerous conferences, and he was recently granted a highly competitive sabbatical from UTC's Office of the Provost to develop his second book project in the Spring 2017 semester. Professor Thompson currently serves on the Editorial Board of the University of Tennessee Press, and on UTC's Institutional Review Board. He is past chair of the university's Faculty Grants Committee. Within the Department of History, he is a former advisor of the History Club, and currently coordinates our internship program, thus providing our students with abundant opportunities to attain work experience in the world of public history and museums.

William Kuby

William Kuby earned his Ph.D. from the University of Pennsylvania (2011). He teaches courses in modern United States history, African American history, popular culture, and the Gilded Age and Progressive Era. He also teaches several in-demand courses on the history of sexuality, including "Gender, Sex, and Society," which he cross-lists with the Women's Studies program. Professor Kuby is currently completing his first book, *Conjugal Misconduct: Forbidden Love and Marriage Law in the Twentieth-Century United States*, to be published by Cambridge University Press in 2018. He has also published peer-reviewed scholarship in the *Journal of the History of Sexuality* and in an edited collection with the University of Georgia Press. Professor Kuby has presented papers at major conferences, including the American Historical Association annual meeting, and he is the recent recipient of a grant from UTC's inaugural Pre-Tenure Enhancement Program (PREP). He is an active member of the Committee on Lesbian, Gay, Bisexual, and Transgender History, an affiliated society of the American Historical Association. At UTC he has served on the departmental honors committee, and participated in multiple programs at the Women's Center. He is currently the Director of the Africana Studies program.

Kira Robison

Kira Robison received her Ph.D. from the University of Minnesota (2012), where she specialized in later Medieval History. Her scholarship and teaching center on the intersections of medicine, law, and religion in the Mediterranean. In addition to her courses on Medieval Europe and the Mediterranean, Professor Robison teaches classes in ancient history—including

Alexander the Great, Ancient Rome, and the Ancient Near East and Egypt. She has published scholarship in *Medicine and Law in the Middle Ages* (Brill, 2014) and *The History Teacher*, and she is currently preparing a book manuscript for publication (*Healers in the Making: Physicians and Medical Education in Medieval Bologna*). Professor Robison has presented work at multiple conferences, including the International Congress on Medieval Studies; in addition to presenting on her research on Medieval history, she has offered papers on the topic of women and women's support networks in academia. At UTC, Professor Robison has served on the General Education committee. She has also served as the principal author of the Department of History's new curriculum, which was launched in the Fall of 2016 to great enthusiasm. She currently serves as advisor of the department's Phi Alpha Theta honor society.

Susan Eckelmann Berghel

Professor Eckelmann Berghel earned her Ph.D. from Indiana University (2014). Her research and teaching focus on the histories of children and youth, American race relations, Modern U.S. and transnational history. Her course offerings include U.S. History since 1865, the Long Civil Rights Movement, and the United States and the Cold War. She is currently revising her book manuscript, *Freedom's Little Lights: The World of Children and Teenagers in the U.S. and Abroad during the Civil Rights Era*, and she has several other peer-reviewed essays in progress. Professor Eckelmann Berghel has presented her work at numerous scholarly conferences, including the American Historical Association annual meeting, and she formerly served on the Executive Board of the Society for the History of Childhood and Youth. She has won several competitive grants; among them, in 2016 she was awarded a Collaborative Research Initiative for Sponsored Programs (CRISP) Grant from UTC, which she used to initiate an oral history project to trace Chattanooga women's history. Professor Eckelmann Berghel is an affiliated faculty member in UTC's Women's Studies program. She also serves on the Faculty Grants committee, and she advises the History Club.

Annie Tracy Samuel

Professor Tracy Samuel received her Ph.D. from Tel Aviv University (2015). Her specialization in the history of the Middle East and the Islamic World has filled a large gap in the department's curriculum, and her courses on the history of Iran, the Modern Middle East, and United States-Middle East relations have become very popular with students. Professor Tracy Samuel's scholarship has been published in *Diplomatic History* and Harvard's *International Security Discussion Papers* series, and her commentary on current events has been featured by CNN, *The Atlantic*, and ABC News Channel 9. Her current research project includes a book manuscript on Iran's Revolutionary Guards and the Iran-Iraq War. She regularly presents her scholarship at academic conferences, and she has been the recipient of several awards, including a grant from the Association for the Study of the Middle East and Africa to fund summer fieldwork in Morocco. At UTC, Professor Tracy Samuel serves on the General Education committee and is the faculty advisor of the UTC Euphrates Chapter.

Fang Yu Hu

Professor Hu is one of two new tenure-track faculty members to arrive at UTC in 2016. She holds a Ph.D. from the University of California at Santa Cruz (2015). Her teaching and research interests focus on modern China, Japan, and East Asia in global context, with thematic focuses on gender and colonialism. She has already proven a popular and successful instructor—for example, her Spring 2017 Modern China course filled quickly, with enrollment flowing over onto the waitlist. She also cross-listed her upper-division seminar, Gender and Sexuality in Modern East Asia, with the Women's Studies Program. Professor Hu has published an article on Taiwanese Girls' Education under Japanese colonial rule, and she has presented scholarship at several conferences, including the Annual Conference for the Association of Asian Studies. Though she has only been here for a short time, Professor Hu has already become an indispensable member of the Department of History and the UTC community.

Ryan Edwards

Professor Edwards is the other new tenure-track member of our department, having arrived at UTC in the Fall of 2016. He earned his Ph.D. from Cornell University (2016), specializing in modern Latin American history. His work engages historical geography, political ecology, and science and technology studies. Professor Edwards has offered survey courses in world history from 1400 to the present, and popular upper-level elective classes in Latin American environmental history and the history of crime and prisons. He has already accrued an impressive publication record, including an article on the Ushuaia Penal Colony in the *Hispanic American Historical Review*, the flagship journal in his field. He has also presented research at a number of major conferences, including the 2016 Latin American Studies Association Conference. In addition to studying prisons, Professor Edwards has worked with incarcerated students and organizations centered on higher education in prisons. In a few short months, he too has proven a vital member of the History department and the university at-large.

Julia Cummiskey (joining the faculty in August 2017)

Professor Cummiskey will receive her Ph.D. from Johns Hopkins University in May 2017, and she will join the department as our African historian in the Fall 2017 semester. Professor Cummiskey is currently completing a dissertation entitled, "Placing Global Science in Africa: International Networks, Local Places, and Virus Research in Uganda, 1936-2000." Upon her arrival to UTC, she will teach courses in world history, Sub-Saharan Africa, the History of Medicine, and Gender and Sexuality in Africa. We are delighted that Professor Cummiskey has accepted a position in our department, and we are confident that she will be a wonderful addition to the UTC community.

Faculty Preparation: Lecturers

James Guilfoyle

Professor Guilfoyle holds a Ph.D. from the University of Chicago (2009). Now serving in his eighth year at UTC, his research focuses on early modern Ireland and Britain, the British Empire,

political economy, state formation, early modern capitalism, and the history of economic thought. In addition to teaching our world history sequence (both in-person and online), Professor Guilfoyle offers our new introductory course, Rhetoric and Writing in History. He also teaches upper-level courses in English history, Irish history, and Adam Smith's *The Wealth of Nations*.

Boris Gorshkov

Professor Gorshkov received his Ph.D. from Auburn University (2006). He specializes in social and economic history and the history of labor, gender relations, peasantries and childhood in Modern Europe and Russia. His research has yielded an impressive array of books, articles, and essays, as well as numerous conference presentations. Professor Gorshkov teaches introductory courses in pre- and post-1400 World History (both in-person and online). He also offers upper-level courses on Europe in the nineteenth and twentieth centuries, Reformation Europe, Modern Russia, and Central Asia in the Russian Empire.

Seth Epstein

Professor Epstein earned his Ph.D. from the University of Minnesota (2013). His research interests include Southern Jewish history, urban history, and the history of tolerance in the urban Jim Crow South. His article in *Southern Jewish History* examined how Jews and non-Jews worked together to disassociate Asheville, North Carolina from the fascistic Silver Shirt movement, which was headquartered in the city. Professor Epstein teaches an impressive range of courses in our department. At the introductory level, he teaches both halves of our World history and United States history sequences (both in-person and online). He has also taught upper-level courses in Immigration and Ethnicity in American History, Collective Memories, and Imperialism and Decolonization.

Faculty Preparation: Adjuncts

Dana Brown

Professor Brown holds a Master's degree in History from Florida Atlantic University and a Master of Online Teaching Certificate from the University of Illinois Global Campus. She is currently teaching an online section of HIST 2020 (U.S. History from 1865-Present). In addition to her instruction, Professor Brown works as a historian and project consultant for Chattanooga's Worley Cemetery Community History and Revitalization Initiative.

Ruby Choudhury

Professor Choudhury performed graduate work at the University of Chicago, where she is currently ABD. She taught four sections of HIST 1110 (World History from Origins to 1400) in the Fall 2016 semester, and she is offering an additional section of that class in the Spring 2017 semester. Professor Choudhury has also played an integral role in enhancing our department's online instruction infrastructure.

Stephen Harrison

Professor Harrison received his Ph.D. from Vanderbilt University. Before arriving at UTC, he taught World History, U.S. History, and U.S.-China Relations at Kean University's campus in Wenzhou, China. He is currently teaching two sections of HIST 2010 (U.S. History to 1865).

Amy Huesman

Professor Huesman holds an M.A. in Secondary Education Social Studies from the College of William & Mary (1992). She is currently working on her Ph.D. in Medieval History from the University of Tennessee at Knoxville with a focus on fifteenth-century religious culture on the Italian peninsula, reaching ABD status in December of 2016. In addition to teaching surveys in world history, she is currently offering an upper-level course entitled "Renaissance Culture and Society."

David Lee

Professor Lee is a Ph.D. candidate at the University of Tennessee at Knoxville. He specializes in Tennessee and United States and World History. He is currently teaching the History of Tennessee, a required course for secondary social studies education majors.

Charles Perry

Professor Perry has joined our department as an adjunct after retiring from a forty-two-year career at the University of the South. A renowned scholar in the field of British History, Professor Perry is currently teaching an upper-level course titled "Revolution and Evolution: Europe." He holds a Ph.D. from Harvard University.

Scott Seagle

Professor Seagle holds a Master's degree in History from Appalachian State University. In addition to holding the position of Senior Instructional Developer in UTC's Walker Center for Teaching and Learning, he teaches survey courses in our world and United States history sequences. He also serves as president of the Chattanooga Area Historical Association.

Amanda Shaw

Professor Shaw holds a Master's degree in History from Stanford University. She currently teaches HIST 1120 (World History from 1400-Present), and in the past she has also taught upper-level courses in Asian history.

Stephen Taylor

Professor Taylor is a graduate of the Louisiana State University Graduate School of Banking (1994) and a private pilot (single engine, land) licensed by the Federal Aviation Administration (1988). He also holds an MA in History from Sam Houston State University (2012), and he has been teaching United States and world history survey courses in our department since 2013.

Norton Wheeler

Professor Wheeler received his Ph.D. from the University of Kansas (2007), and he taught United States and Asian history for nearly a decade at Missouri Southern State University. Now retired, he has relocated to Chattanooga, where he continues to produce historical scholarship and to teach in our department. In the Fall 2016 semester he taught an upper-level course entitled “U.S. and Asia.”

Faculty Scholarship/Productivity (criteria 4.1, 4.3, 4.5)

As these brief bios show, the History faculty is a very productive one. Faculty members have published on a regular basis, given papers at conferences, reviewed books, and worked with local historical organizations on public projects. Members of the department have received competitive internal and external grants, and several have taken advantage of sabbaticals (offered on a competitive review process at UTC) to further their scholarly research. Department members coordinate the Africana Studies program and support initiatives in Women’s Studies, Classics, and the Honors College. Faculty members have also directed and served as readers of students’ departmental honors theses. History faculty have taken part in extensive service activities—including coordinating the internship program and the history club, chairing the faculty grants committee, conducting multiple job searches, rewriting the department’s curriculum, and participating in events at UTC’s Women’s Center. Despite these heavy teaching and service loads, however, faculty have engaged in a level of research and publishing activity more common to a research university. Faculty members’ ability to balance scholarly productivity with teaching and service obligations is one of the department’s greatest assets.

Faculty Professional Development Plans (criteria 4.1, 4.6)

The annual *Faculty Evaluation and Development by Objectives* (EDO) process requires faculty to map out future activities to advance teaching, research, and service plans. At the end of each cycle the faculty member reviews with the department head the achievements or lack thereof concerning the projected activities, and revised adjustments are made. The above bios show that no one in the department is resting on his or her laurels: this is an actively engaged, thoroughly professional department.

Faculty Evaluation System (criteria 4.4, 4.6)

Each year the annual EDO process evaluates faculty performance in the realms of scholarship, teaching, and service. Fortunately, due to our department’s moderate size, the head is able to maintain a strong relationship with all full-time faculty members, and as a result able to keep himself acquainted with our scholarship, teaching, and service activities. Though this does not compensate for the flaws in the evaluation system, it does allow members of the department to know that their job performance is being observed in a thorough and meaningful manner.

Faculty evaluation also takes into account feedback from students, both in the EDO and the Rank, Tenure, and Retention (RTR) procedures. Though the department recognizes the great

amount of research that has questioned the effectiveness of student evaluations (including gender and racial bias, low response rates, penalties for low grades, etc.), we also cautiously acknowledge their usefulness in determining which methods students are and are not responding to, and in generating new ideas for effective instruction. More than anything, the attention this department places on student feedback illustrates our collective commitment to excellence in teaching (see Parts 1 and 3 for more information).

Part 5: Learning Resources

5. Learning Resources – Criteria for Evaluation	
5.1	The program regularly evaluates its equipment and facilities, encouraging necessary improvements within the context of overall institutional resources.
5.2	The program has access to learning and information resources that are appropriate to support teaching and learning.

Equipment, Facilities, and Improvements (criterion 5.1)

(A) Funding

The funding for the Department of History's equipment and facilities comes from both within and outside the department. Specific information about sources of funding is presented in the following sections.

(B) Equipment

Computer Labs

History Department students and faculty make use of the computer labs across campus as well as the small department computer lab located on the third floor of Brock Hall. The small computer lab is maintained and funded by the department. Our computer lab contains four internet-connected computers for student use, as well as the audio-visual equipment used in several history classes. The machines are also loaded with film-editing and other high-tech software. Though the department computer lab has been a welcome recent addition and has allowed students to engage in active learning, to learn about public history, and to conduct their own oral history interviews, the very small size of the lab constrains the benefit the department can gain from it. Further, the future of the computer lab may be in jeopardy, as next year the space for the lab may be required to house our new faculty member.

Computers and Other Personal Devices

The personal computers of our faculty members are now funded by the Provost upon initial faculty appointment, with a choice of desktop or laptop, and Mac or PC. The College of Arts and Sciences also supports a computer refresh program, which allows faculty with older computers to replace them with new ones. The department replaced the administrative assistant's desktop computer this year. The computers are networked within the university computing system to provide such services as email, UTC Learn (Blackboard), access to the internet and departmental shared drive, electronic searching for university library and regional libraries' resources, CD-ROM journal searching, and access to electronic student records for advising purposes.

The department office also has three computers: one used by the department administrator, one used by a student-worker, and one generally used by the adjunct instructors. In addition to faculty personal computers, the department recently invested its own funds in the purchase of several iPads for faculty. These iPads have enhanced teaching and research in a number of ways. Faculty use the iPads in the classroom to facilitate teaching and to further

integrate technology and active learning in their classes. Faculty also use the iPads in their research to scan and store documents, which can then be easily accessed and annotated.

Other Equipment

The department office houses a scanner, printer, copy machine, and fax machine, none of which functions properly, and all of which break down in some capacity on a regular basis. Additional support to replace and/or refurbish these machines is needed. Some, but not all, faculty members have printers in their offices, though these are usually faculty who are not housed in the main suite.

All faculty members have a phone with a personal extension in their offices. These are provided by the university and function as needed. The department funds the purchase of office supplies from its own operating budget.

The department has made a substantial investment in recent years in audio-visual equipment and materials. It has built up a sizeable library of DVDs of history-related films and documentaries, and it continues to add to its collection. We have also purchased high quality audio-visual equipment, including video cameras. These have greatly aided student learning, especially given the substantial interest in public and oral history. Film-making and oral history interviews are key components of several History Department classes. Additional support from the university would allow the department to do even more with these programs.

(C) Facilities

Classrooms

The department holds most of its classes in Brock Hall, though some are held in other buildings due to increasing class sizes. There is a shortage of classroom space for history classes in Brock. On the one hand, though many of the classrooms are suitable for lectures of 40 students, the rooms are too large for smaller classes of 15 to 25 students. The larger rooms accordingly impair learning in these smaller classes because they are set up in a way that impedes discussion. On the other hand, with the largest classroom in the building limited to 70 students and with “double sections” of History surveys necessitating 80 seats, the administration increasingly has assigned department faculty to classrooms outside of Brock (most recently Derthick, EMCS, Fletcher, Grote, and Hunter). Though not an undue burden in most cases, much time is spent over the course of a semester walking to and from external classrooms.

The classrooms in Brock Hall, like the building itself, are in desperate need of repair. Many of the problems should be dealt with immediately in order to ensure the safety and basic comfort of students and faculty. These include: leaking windows; ant infestations; peeling paint and ceilings; fungus or mold on walls and in ceilings; and discolored and non-functioning blinds. Faculty have little if any control over the temperature in the classrooms, which are often either very cold or very hot.

Although functional, the state of classroom equipment is also wanting, to the extent that it similarly impedes student learning. Much of the equipment in Brock classrooms is outdated and/or in disrepair. The large lecterns containing the computer and projection equipment have far exceeded their life span, and some are literally falling apart. Most additional podia, rostra,

and tables are in a similarly poor state. The white boards show signs of wear and could also be updated, though this matter is not as urgent as the others.

Most of these classrooms and lecture halls, as in Brock, are “smart” and functional spaces. However, all classroom technology should be updated in order to improve student learning. The projection systems are old, slow, and of low quality with repetitious bulb-loss and LED degradation. Some of the screens have writing on them. Computers are very slow and outdated, and often class time that should be spent on instruction is spent waiting for computers to start up, restart after freezing, and/or load basic programs. Faculty have no permissions to update the software on these computers, so months (if not full semesters) pass while software tools such as Java and Adobe remain out of date and interfere with instruction. More often than not, both downloaded videos and those played from the internet freeze or play with a distorted picture, in spite of recent wireless hub additions on every floor. The volume cannot be turned high enough, resulting in some students not being able to hear audio and audio-visual materials. Most rooms have document cameras, but these are also not in good shape.

Office Space

The Department of History is housed in Brock Hall, a centrally located but aging building shared with the Department of Sociology, Anthropology, Geography (SAG) and the Department of Modern and Classical Languages and Literatures (MCLL). All faculty offices are located in Brock, but spread over three of the building’s four floors, making communication and collegiality difficult. Six full-time tenured/tenure-track faculty are clustered in the main office suite (Brock 408); two are located on the third floor; and one is on the second floor. The department’s three full-time lecturers share a classroom office on the third floor; adjunct instructors lack dedicated office space, and unfortunately are relegated to preparing for class and meeting with students in the department’s break/supply room that is furnished with a table, chairs, and desktop computer. This room also is equipped with a copy machine, document shredder, refrigerator, microwave, and coffee maker; the adjoining main office suite houses a printer, fax machine, another desktop computer, the administrative assistant’s desk, and some reception-area furniture.

With a search for a new tenure-track faculty member recently completed, there is no available office space for this new colleague. With one tenure-track assistant professor already occupying a maintenance closet, three lecturers sharing an office, and adjuncts without a space, the department (as mentioned in the introduction) desires permission to repurpose and occupy Brock 405 located directly across from the main office (as SAG has done in Brock 305). Several History faculty offices long have been in need of repair. Ceiling plaster, rainwater, mold, and even wildfire smoke are among the most recent nuisances. As noted in past program reviews, the temperature in Brock Hall is poorly regulated, often requiring faculty to utilize space heaters and cooling fans in their offices.

Over the past several years there has been some discussion about moving either the History Department or one of the other departments currently housed in Brock Hall to another location, perhaps to the vacated Lupton Library. Firm plans for a move, however, have not been

put into place. The old library apparently needs more extensive remodeling than was initially thought, and other departments and offices have recently moved into newly available buildings. The lack of space is a serious problem, a solution to which will greatly improve student learning and faculty productivity.

Department Space

The department's relatively new conference/seminar room also is a work in progress. Recently fitted with a new table and chairs, but in need of new carpet, window blinds, and ceiling repair, the space can comfortably accommodate 15 individuals. This room has a tabletop projector and a freestanding screen; it would be helpful if this equipment were permanently mounted to the ceiling, freeing table and floor space. There is also a freestanding whiteboard, and the department purchased four wooden bookshelves (still to be assembled). Once the three file cabinets holding departmental documents are relocated to a yet-to-be-determined space, these bookshelves will hold the department's growing library of books, journals, and instructional DVDs; several hundred of the latter currently are being stored in the third-floor computer lab, along with a cabinet of filming and audio recording equipment.

The department has a small computer lab on the third floor, and a long-needed conference/seminar room on the fourth floor. There also is a lockable storage safe in the back of the Brock 403 classroom. The department would benefit from having additional communal space, including in order to provide its student groups, the History Club and Phi Alpha Theta Honor Society, space in which to hold meetings.

Office Furnishings

Most department offices are equipped with adequate furnishings, including desks, bookshelves, filing cabinets, desk chairs, and chairs for visitors. While most of the chairs are fairly new, the other items could be refreshed. The department recently invested some of its own funds in standing desks for several faculty.

(D) Support

The History Department faculty has access to and makes use of the expertise provided by the Walker Center for Teaching & Learning and campus IT staff.

The Walker Center provides very valuable resources and training opportunities that help faculty enhance student learning, and of which they have taken advantage. The Walker Center organizes and leads numerous, well-advertised training sessions for faculty every semester, which cover a wide variety of subjects, including how to integrate and increase active learning, how to make effective use of various technologies in the classroom, how to more efficiently and effectively track student performance, and how to use various tools on the Blackboard class website system, among others. The experts at the Walker Center are both knowledgeable and helpful, and the History Department has benefitted from their work. Additionally, the Walker Center has run several grant competitions aimed at encouraging faculty to make classroom

learning active and experiential. Several of our faculty members have applied for and received these grants.

The campus IT staff assists the History Department with issues pertaining to computers, email and other accounts, and internet access. They are generally available and courteous.

Learning and Information Resource Support (criterion 5.2)

Despite improvements in recent years, as well as the efforts of the department, the library and learning resources available to the History Department are modest, and their improvement would significantly improve teaching and learning. In contrast to many other departments and fields, history is still very much a book-driven discipline, which makes library holdings and subscriptions crucial to research, teaching, and learning. The department faculty have had very successful working relationships with library staff in various library departments, including Interlibrary loan, education/instruction, and acquisitions.

Library Holdings and Subscriptions

The UTC Library's holdings and subscriptions are uneven across the history discipline. In general, the holdings and subscriptions pertaining to American history—and particularly southern and Civil War history—are more comprehensive than those pertaining to all the other geographic areas about which faculty research and teach. Though to some extent this makes sense given the university's location, additional resources pertaining to the rest of the world should be made accessible. This is especially true given that the department, in addition to its outstanding group of professors focusing on U.S. history, has faculty experts on every region of the globe (and different chronological eras) who require increased access to materials.

Improvements and acquisitions in several areas would greatly aid both research and teaching. These include the UTC Library's own holdings of books; online access to journals and news periodicals, including both additional publications and less restricted access to publications; and online databases and references (e.g. those from Oxford).

To help supplement the UTC Library's holdings, department faculty and students make extensive use of Interlibrary Loan (ILL). Though ILL does increase access to materials, it does so with limitations that hinder faculty research and student learning. Books borrowed with ILL take a long time to arrive and can be checked out for only short periods of time. In some cases, those restrictions make it nearly impossible to utilize requested materials. While faculty research is burdened by those restrictions, student work definitely suffers, as students are sometimes unable to access needed materials for research papers and projects. Similarly, restrictions on the number of articles and book chapters that can be requested for scanning and electronic delivery makes obtaining needed information more difficult.

Growing Library Holdings and Subscriptions

History Department faculty have taken full advantage of the resources available to them to help grow the library's holdings. They consistently request and are awarded library enhancement grants, which allow individual faculty members to request the purchase of books.

One drawback of the grants currently available is that they can be used only for one-time purchases, not for subscriptions to journals or databases that are renewed on a regular basis. There are currently no methods available to faculty for requesting or using grant money to make available such non-one-time resources. Further, cuts to the library budget in recent years have depleted the subscription-based resources that are available.

Assessment

After a period of transition, the Department of History is now a growing and innovative department with faculty who are experts in their fields, who pursue rigorous research agendas, and who are at the same time wholly committed to providing an outstanding education to all UTC students, majors and non-majors alike. Though improvements to the department's learning resources have been made in recent years and since the previous program review, thanks in large part to the efforts of Department Chair John Swanson and individual faculty members, there is still much to be done. Simply put, additional improvements along the lines described above would allow the department to do even more than it is now in terms of ensuring student success, attracting majors, and supporting faculty research.

Part 6: Support

6. Support – Criteria for Evaluation	
6.1	The program's operating budget is consistent with the needs of the program.
6.2	The program has a history of enrollment and/or graduation rates sufficient to sustain high quality and cost-effectiveness.
6.3	The program is responsive to local, state, regional, and national needs.

Operating Budget (criterion 6.1)

The History Department's operating budget (see Table 6.1), woefully inadequate in the past, has improved markedly since the last program review. The travel allowance for each full-time faculty member, for instance, has increased from a mere \$500 per year to \$1,200. Office supplies are more readily available when needed, and there now are limited funds to support departmental events and programming. There nonetheless are unmet needs that justify further budgetary improvements moving forward. Faculty travel budgets are only sufficient to support one local or regional conference each year, or to supplement attendance at a single national or international meeting. Extended archival research and travel is impossible without additional internal or external funding.

The department supports professional organizations such as the American Historical Association, and subscribes to *The Chronicle of Higher Education*; but departmental engagement with the broader profession is constrained, and faculty members are not permitted to use university funds for professional membership fees. As discussed in Part 5, office maintenance and repairs are chronic needs. The media processing, communication, and contractual and special services budgets also are stagnant and inadequate. But perhaps the greatest budgetary deficiency is lack of funds for the department's four annual lecture series (Africana Studies, Civil War Era, Holocaust, and Visual History); faculty annually spend much time and energy identifying, applying for, and reporting on non-departmental funds to support these important campus and community endeavors. Budgetary support for part-time academic tutors and perhaps a staff advisor also would benefit our students tremendously. The department does have a small gift fund; but it is insufficient to sustain any recurring efforts and is not currently replenished with regular or sizeable donations.

Table 6.1: History Department Operating Budget, FY 2011-2016

<u>Fiscal Year</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Travel	\$4,740.00	\$4,740.00	\$26,606.00	\$26,606.00	\$26,606.00	\$26,606.00
Media Processing	\$795.00	\$795.00	\$795.00	\$795.00	\$795.00	\$795.00
Communication	\$760.00	\$760.00	\$760.00	\$760.00	\$760.00	\$760.00
Maintenance/Repairs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Professional Services/Memberships	\$354.00	\$354.00	\$354.00	\$354.00	\$354.00	\$354.00
Supplies	\$3,148.00	\$3,148.00	\$3,149.00	\$3,149.00	\$5,649.00	\$5,649.00
Contractual/Special Services	\$336.00	\$336.00	\$336.00	\$336.00	\$336.00	\$336.00
Other Services/Expenditures	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,000.00
Total Operating Budget	\$10,133.00	\$10,133.00	\$32,000.00	\$32,000.00	\$34,500.00	\$39,500.00

Enrollment and Graduation Rates (criteria 6.2, 6.3)

UTC’s History Department, like History departments across the country, suffered a decline in major numbers during the recent economic recovery. As the pendulum swung toward an emphasis on STEM and Business and away from the Liberal Arts and Humanities, the number of History majors at UTC ebbed from a ten-year high of 167 in 2010 to a low of 93 in 2015. As the case is made nationally, institutionally, and departmentally for the value of liberal, humanistic, and historical education, our major numbers have begun to recover. Due also to the new departmental curriculum, course offerings, and faculty discussed elsewhere in this report, we anticipate the continuation of this positive trend. It should be noted, however, that 2010 also saw a ten-year low in the number of UTC students minoring in History, a figure that has since grown as students, parents, and advisors recognize the educational and professional worth of historical thinking and understanding skills (see Table 6.2 and 6.3).

As evidenced by the department-specific data below in Table 6.4, students at UTC pursuing a BA in History are majority male and overwhelmingly white (the latter being the case for the student body on the whole, Table 6.5). We are committed to increasing the diversity—gender, racial, ethnic, and otherwise—of our majors through an acceleration of ongoing efforts to make our faculty, curriculum, courses, and programming more appealing to a wider array of students (e.g., the revived and revamped Africana Studies minor program, courses cross-listed with the Women’s Studies minor, our several departmental lecture series, and eclectic internship opportunities).

Table 6.2

**Undergraduate Major Enrollment by College
Fall 2007 to Fall 2016**

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
College of Arts & Sciences										
Applied Math, BS	37	31	36	44	48	69	82	84	61	39
Art, BA & BFA	85	69	78	92	74	198	109	93	83	111
Art Education, BS	18	11	12	13	7	14	28	20	25	17
Biology, BS	355	420	500	545	656	757	805	763	778	694
Chemistry, BS	241	260	301	280	308	312	308	276	243	201
Communication, BA	280	300	321	301	324	354	351	387	441	434
Criminal Justice, BS	259	283	289	338	349	348	368	376	347	343
English & Amer. Language & Lit, BA	216	216	245	262	249	225	228	227	202	195
Environmental Science, BS	95	111	123	142	152	157	170	167	168	204
Geology, BS	22	27	33	38	47	41	55	58	50	54
History, BA	106	131	151	167	154	137	126	106	93	99
Human Services Management	27	21	7	0	0	1	0	**	**	**
Humanities, BA	29	37	47	70	57	59	62	64	64	77
Legal Assistant Studies, BS	61	69	64	57	53	56	57	51	57	52
Mathematics, BA	7	20	13	16	24	11	6	4	19	52
Medical Technology	5	3	**	**	**	**	**	**	**	**
Modern & Class. Lang: French, BA	10	6	13	10	19	21	28	15	16	20
Modern & Class. Lang: Greek And Latin, BA	0	3	3	1	1	1	1	1	0	1
Modern & Class. Lang: Latin, BA	2	1	2	6	7	2	2	4	3	5
Modern & Class. Lang: Spanish, BA	38	46	49	54	51	59	63	51	61	53
Modern & Class. Lang Ed, BA	10	8	10	13	4	3	**	**	**	**
Music, BA & BM	54	43	34	23	22	43	36	37	41	45
Music Education, BM	51	47	36	34	26	15	7	3	0	0
Philosophy And Religion, BA	51	49	40	52	47	49	36	37	35	33
Physics, BS	24	21	18	24	29	27	29	34	31	34
Political Science, BS	158	180	202	218	196	209	220	210	209	226
Psychology, BA & BS	444	427	473	540	566	575	557	563	536	597
ROTC	0	0	37	0	0	0	0	0	0	0
Sociology & Anthropology, BA & BS	130	128	152	141	147	168	120	133	126	116
Theatre, BA	31	33	46	56	53	52	50	53	46	48
Theatre And Speech: Education, BA	6	15	17	0	2	1	0	0	0	0
Pre-Art	90	116	137	138	157	0	97	6	3	0
Pre-BFA Art	**	**	**	**	**	**	**	104	127	130
Pre-Dental	**	**	**	**	2	0	0	0	0	0
Pre-Law	**	**	**	**	4	1	1	0	0	0
Pre-Medical	**	**	**	**	13	10	7	2	0	0
Pre-Music	0	11	29	36	29	20	19	26	25	14
Pre-Pharmacy	89	86	114	0	5	0	0	0	0	0
Pre-Veterinary Medicine	28	29	40	0	2	0	0	0	0	0
Arts & Sciences Total	3,059	3,258	3,672	3,711	3,884	3,995	4,028	3,955	3,890	3,894

Source: UTC Office of Planning, Evaluation and Institutional Research

Table 6.3

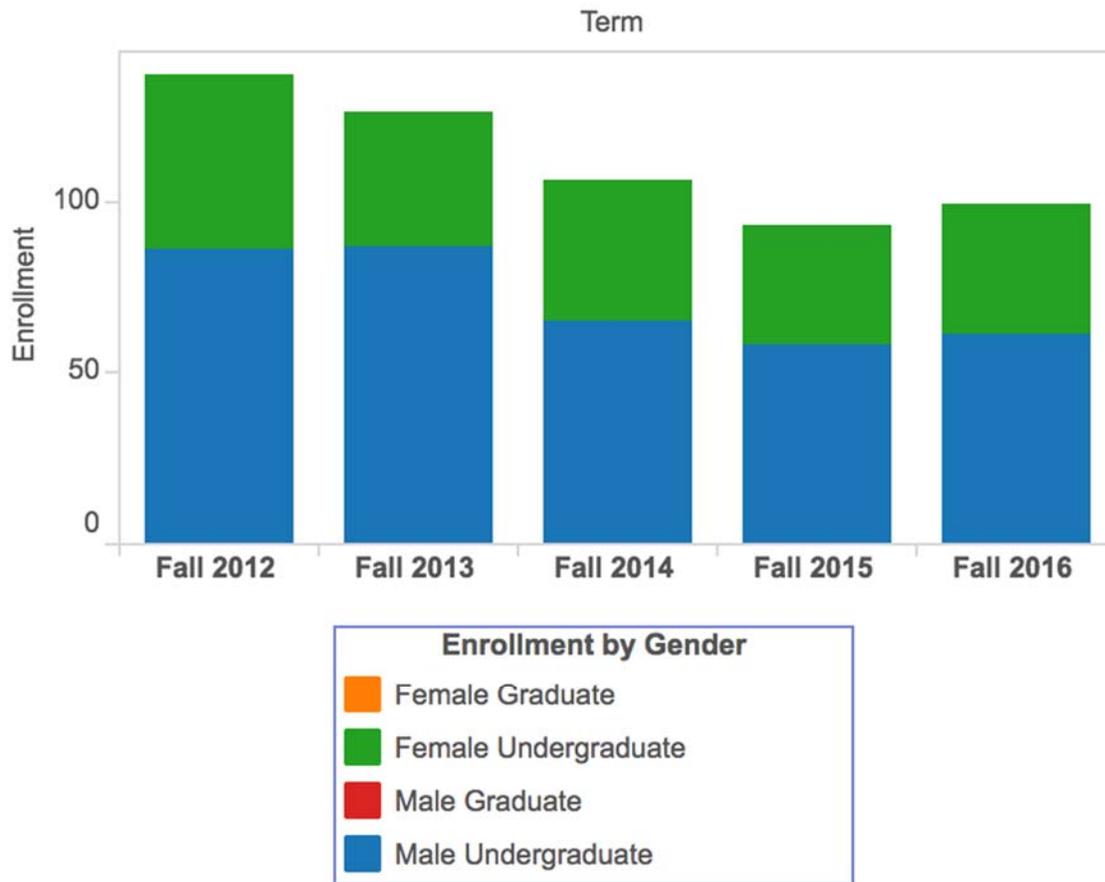
**Minor Enrollment by College
Fall 2007 to Fall 2016**

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
College of Arts & Sciences										
Africana Studies	6	5	5	2	0	4	4	3	5	4
American Government	5	2	**	**	**	**	**	**	**	**
Anthropology	22	20	11	19	22	22	16	26	20	23
Art: History	12	10	13	7	6	13	9	7	11	10
Art: Graphic Design	1	1	**	**	**	**	**	**	**	**
Art: Sculpture	**	**	**	**	**	**	**	**	**	**
Asian Studies	1	1	0	1	2	4	5	3	4	2
Biology	63	46	50	51	48	57	55	53	51	56
Chemistry	83	71	72	83	67	72	78	103	114	94
Classics	1	2	10	13	9	6	9	6	4	8
Communication	24	45	57	59	67	63	83	76	69	86
Communication: Prof Prac	17	11	6	1	1	**	**	**	**	**
Communication: Media	11	8	3	2	0	**	**	**	**	**
Criminal Justice: Legal Environment	1	**	**	**	**	**	**	**	**	**
Criminal Justice	50	53	70	71	65	64	74	59	62	83
Drama	0	1	3	3	2	1	0	1	1	0
Economics	16	15	30	34	28	25	36	34	43	22
English: Creative Writing	4	14	19	20	25	23	20	27	28	30
English: Literature	14	15	21	14	18	15	15	10	10	10
English: Writing	34	33	35	37	29	31	32	32	27	23
Environmental Science	5	8	11	17	10	17	19	16	17	16
French	21	18	28	16	14	16	15	10	22	20
Geographic Information Science	0	0	1	1	1	2	3	2	2	2
Geography	13	20	15	14	12	11	14	7	10	11
Geology	2	1	1	4	9	6	5	7	7	9
German	**	**	**	0	8	20	18	16	14	7
Greek	3	2	1	3	1	1	0	0	0	0
History	52	60	56	35	37	45	62	51	50	52
Humanities	1	2	3	3	3	8	1	2	1	2
Human Services Mgmt	3	1	1	**	**	**	**	**	**	**
International Studies	2	5	8	13	4	12	16	10	13	15
Latin	1	2	3	4	2	2	3	9	7	5
Latin American Studies	1	2	1	0	0	0	0	0	0	0
Legal Assistant Studies	10	10	10	15	8	11	12	13	10	10
Mathematics	31	28	22	14	18	17	18	16	16	18
Music: Composition	3	4	9	4	4	3	8	5	5	2
Music: History	1	1	2	0	0	3	3	1	0	0
Music: Performance	32	36	37	27	21	29	20	21	18	18
Philosophy	21	16	15	14	16	14	15	8	18	16
Physics	4	3	4	4	3	1	2	1	2	6
Political Science	19	32	46	31	29	36	35	36	37	38
Pol Sci: Interntl/Comp Studies	0	0	0	3	1	1	0	0	0	0
Pol Sci: International Studies	4	2	3	0	0	0	0	0	0	0
Pol Sci: Legal Studies	8	5	0	1	1	2	0	0	0	0
Pol Sci: Public Admin	1	2	0	0	0	0	0	0	11	13
Political Psy & Behavior	0	0	0	0	0	0	0	0	0	0
Psychology	95	62	113	97	103	100	116	133	144	131
Public Admin & Non-Profit Mgmt	0	5	11	10	7	12	16	16	0	0
Religious Studies	16	29	22	18	13	22	27	25	17	23
Sociology	36	42	53	42	46	46	40	49	48	53
Spanish	76	75	96	69	67	101	126	142	130	115
Speech	6	13	12	9	16	33	55	69	66	33
Theatre	12	16	29	22	16	20	17	20	20	11
Women's Studies	21	21	27	18	13	18	12	24	29	31
Arts & Sciences Total	865	876	1045	925	872	1009	1114	1149	1163	1108

Source: UTC Office of Planning, Evaluation and Institutional Research

Table 6.4

Enrollment by Gender



Source: UTC Office of Planning, Evaluation and Institutional Research

Table 6.5
Enrollment by Gender

	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Female Graduate					
Female Undergraduate	51.00	39.00	41.00	35.00	38.00
Male Graduate					
Male Undergraduate	86.00	87.00	65.00	58.00	61.00

Enrollment by Ethnicity

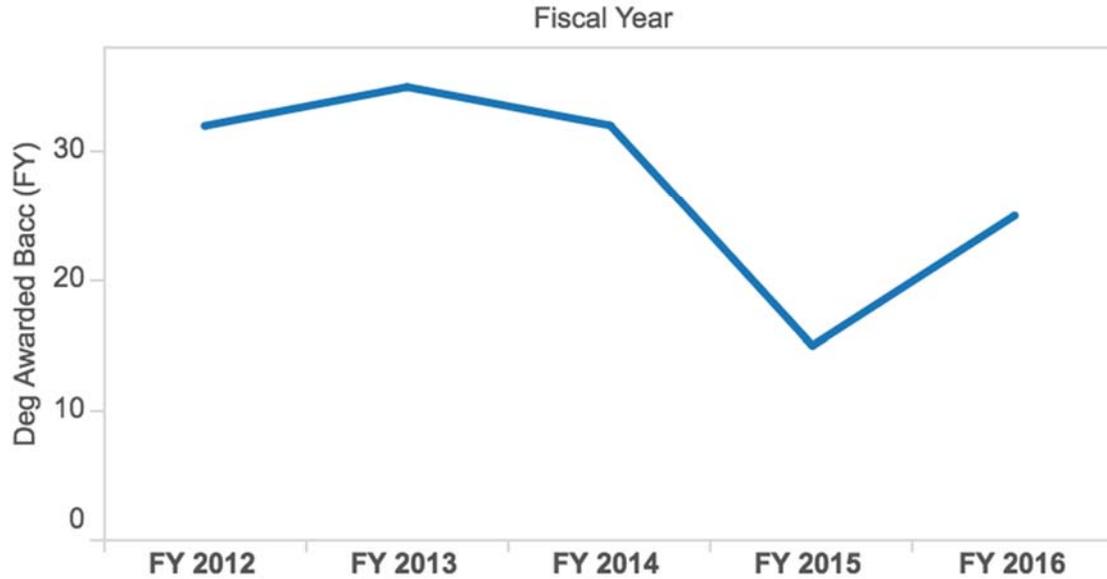
	Term				
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
American Indian Graduate					
American Indian Undergraduate		1.0			
Asian Graduate					
Asian Undergraduate					
Black Graduate					
Black Undergraduate	7.0	7.0	6.0	4.0	3.0
Hispanic Graduate					
Hispanic Undergraduate	2.0	4.0	2.0	3.0	4.0
Native Hawaiian Graduate					
Native Hawaiian Undergraduate					
Two or More Races Graduate					
Two or More Races Undergraduate	4.0	7.0	7.0	9.0	3.0
Unknown Graduate					
Unknown Undergraduate		3.0	2.0		
White Graduate					
White Undergraduate	124.0	104.0	89.0	77.0	89.0

Source: UTC Office of Planning, Evaluation and Institutional Research

Like our student major figures, the number of annual History graduates has rebounded in the past year and is trending back toward the 30s. History’s rejuvenated and engaged faculty and curriculum undoubtedly have contributed to the positive trend lines displayed below in Tables 6.6-6.9.

Table 6.6

Undergraduate Degrees Awarded by Fiscal Year



Undergraduate Degrees Awarded by Fiscal Year

Fiscal Year				
FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
32	35	32	15	25

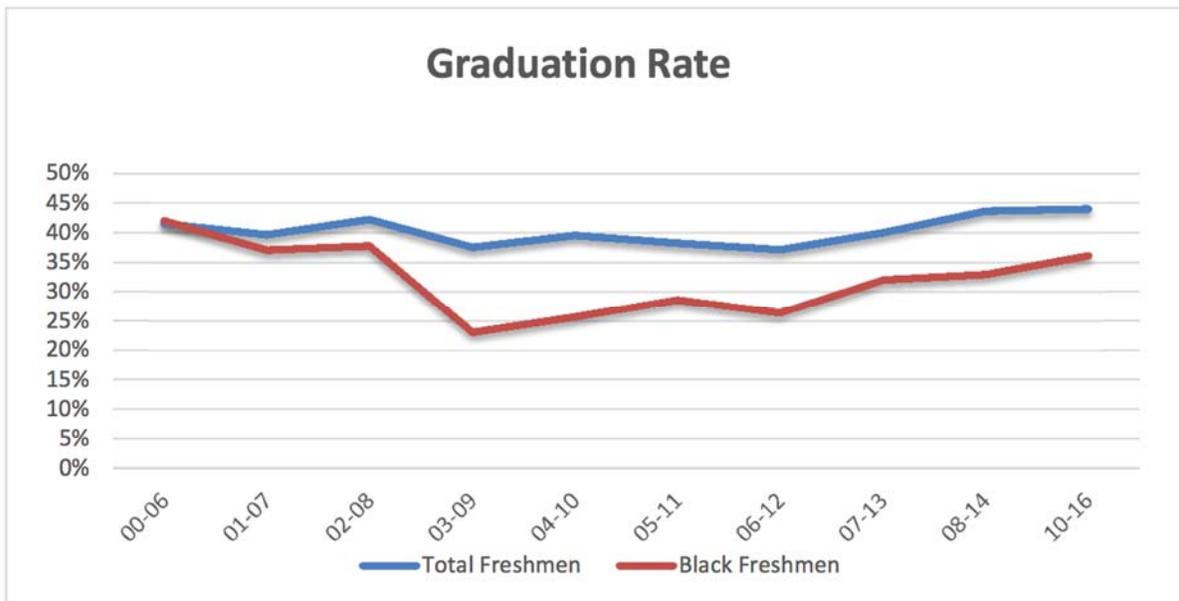
Source: UTC Office of Planning, Evaluation and Institutional Research

Table 6.7

Six Year Graduation Rates*
First-Time, Full-Time, Degree-Seeking Freshmen

Year	Initial Cohort Year	Total Freshmen	Black Freshmen
2007	2001	41%	42%
2008	2002	40%	37%
2009	2003	42%	38%
2010	2004	38%	23%
2011	2005	40%	26%
2012	2006	38%	29%
2013	2007	37%	26%
2014	2008	40%	32%
2015	2009	44%	33%
2016	2010	44%	36%

*Percent of UTC First Time, Full Time Freshmen who graduated from UTC within six years of initial enrollment. Includes summer admits.



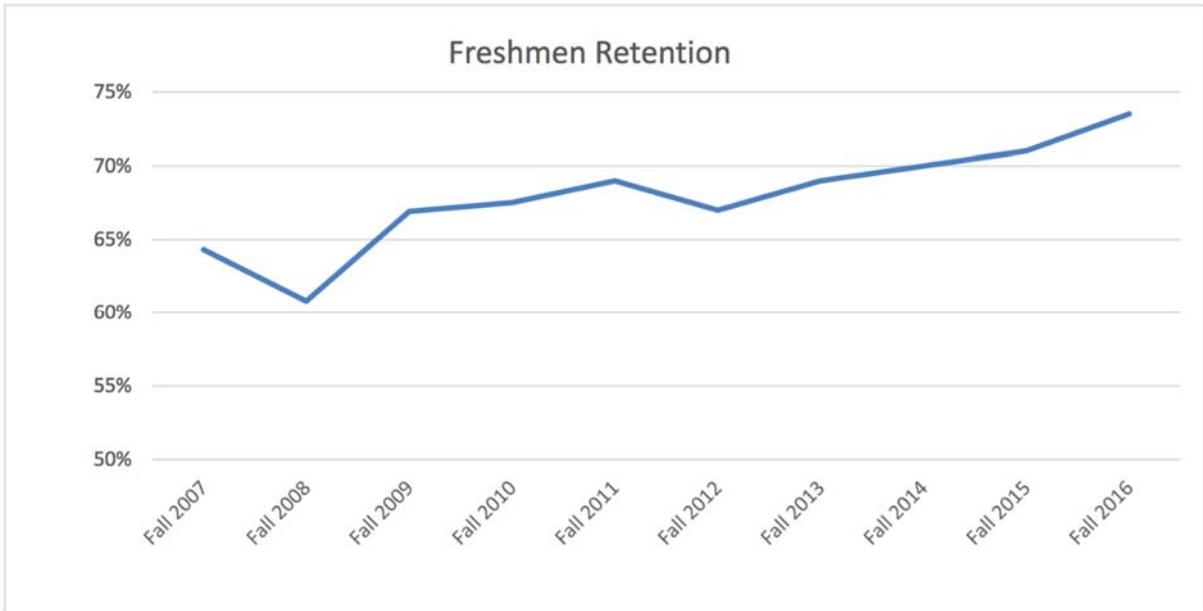
Source: UTC Office of Planning, Evaluation and Institutional Research

Table 6.8

One Year Retention Rates*
First-Time, Full-Time, Degree-Seeking Freshmen

Returning Term	Initial Cohort Term	% Returning
Fall 2007	Fall 2006	64%
Fall 2008	Fall 2007	61%
Fall 2009	Fall 2008	67%
Fall 2010	Fall 2009	68%
Fall 2011	Fall 2010	69%
Fall 2012	Fall 2011	67%
Fall 2013	Fall 2012	69%
Fall 2014	Fall 2013	70%
Fall 2015	Fall 2014	71%
Fall 2016	Fall 2015	74%

*Percent who entered in the initial cohort term and returned the following fall term. Cohort includes all first-time, full-time, degree-seeking students as well as first-time summer admits.



Source: UTC Office of Planning, Evaluation and Institutional Research

Table 6.9

Course Enrollment* offered in Past Two Years								
COURSE INFORMATION			ACADEMIC YEAR 2014-2015			ACADEMIC YEAR 2015-2016		
NO.	TITLE	CREDIT HOURS	FALL	SPRING	SUMMER	FALL	SPRING	SUMMER
1010	World Civilizations I	3	399	349	25	431	271	3
1020	World Civilizations II	3	330	320	25	351	369	6
1030	World Civilizations III	3	315	313	12	274	214	3
2000	Intro Historic Rsch & Writing	3	38	3		29	15	
2010	U.S. History to 1865	3	147	193		155	114	
2020	U.S. History since 1865	3	165	198		119	237	
3010	Seminars in History	3	26	17		23	17	
3020	East Asia in Pre-Mod World	3		23				
	Immig and Ethnic in Amer Hist	3		25			15	
	The Holocaust	3		14				
	U.S. Environmental History	3			15			
	Africa & the Global of Christi	3				12		
	Long Civil Rights Movement	3				8		
	Mod US His through Fic and Fil	3				25		
	Ancient Near East and Egypt	3					19	
	British Empire	3					25	
	Making Documentary Film	3					14	
3170	Medieval Europe I	3	24					
3180	Medieval Europe II	3		26				
3210	The Age of Reformation	3		29				
3250	Europe in the 19th Century	3		25				3
3260	Europe in the 20th Century	3			21		25	
3300	History of England	3	26					
3310	History of Modern Britain	3					26	
3330	Russian History Since 1800	3				27		
3360	Early National Period 1789-1840	3					24	
3400	Contemporary Amer Since 1945	3	27					
3420	Gender, Sex, and Society	3	43			44		
3440	History of Tennessee	3	34	26		23	28	3
3520	Hist of Subshrn Afr 1800-Present	3					24	
3530	Southern African History	3	25					
3560	Africa in the Atlantic World	3		27				
3620	Modern China	3					28	
3670	East Asia in Modern Times	3				25		
3810	The Middle East	3				26		
3900	Central Asia in Russian Empire	3	23	24				
	Alex the Great: Gree to Mid Ag	3				23		
4010	Iran	3		13			17	
	Amercn Culture Wars in Prog Era	3					15	
4110	Grt Bks: Adm Smith's With of Nt	3	9					
	The First World War	3	15					
4150	European Women's Hist to 1800	3				10		
4310	Race, Ethncty & Cls in U.S.	3	13					
	The History of Evangelicalism	3	6					
	History of American Childhood	3		12				
4920	Internships in History	3	1	1	1	6	10	3
4995	Departmental Thesis	3		1	1	1	1	
4998	Individual Studies	3				1		
	Individual Studies	9					3	

Source: UTC Office of Planning, Evaluation and Institutional Research

The Department and the Community (criterion 6.3)

The History Department has a growing role in our local and regional communities. Not only does our internship program place well-prepared and highly-skilled students into positions with local and regional libraries, museums, and park-systems, members of the department at all levels have also participated in Professional Development programs for K-12 teachers in Hamilton County. Our lecture series are all free and open to the public and a regular following of community members consistently attend. Annually, our students are given the opportunity to meet, mingle, present, and comment on papers with their peers at the regional Southeastern Tennessee History Conference, which is a collaboration between UTC, Covenant College, Bryan College, Lee University, and Southern Adventist University. Our faculty are frequently approached by local news stations and are solicited to provide expert commentary and advice at film-screenings and panel discussion throughout eastern Tennessee and north Georgia. Within the discipline, our department presents innovative curricular development in-line with the

American Historical Association's Tuning Project. Our faculty are responsive to state-created learning opportunities for non-traditional students and students with an A.A. degree, providing alternative learning formats and clear pathways for transferring credit and timely completion of the degree.

Summary Evaluation

This self-study portrays where we have come since the last program review and where we see ourselves going. It highlights many of our successes over the years as well as some of the obstacles that currently stand in our way.

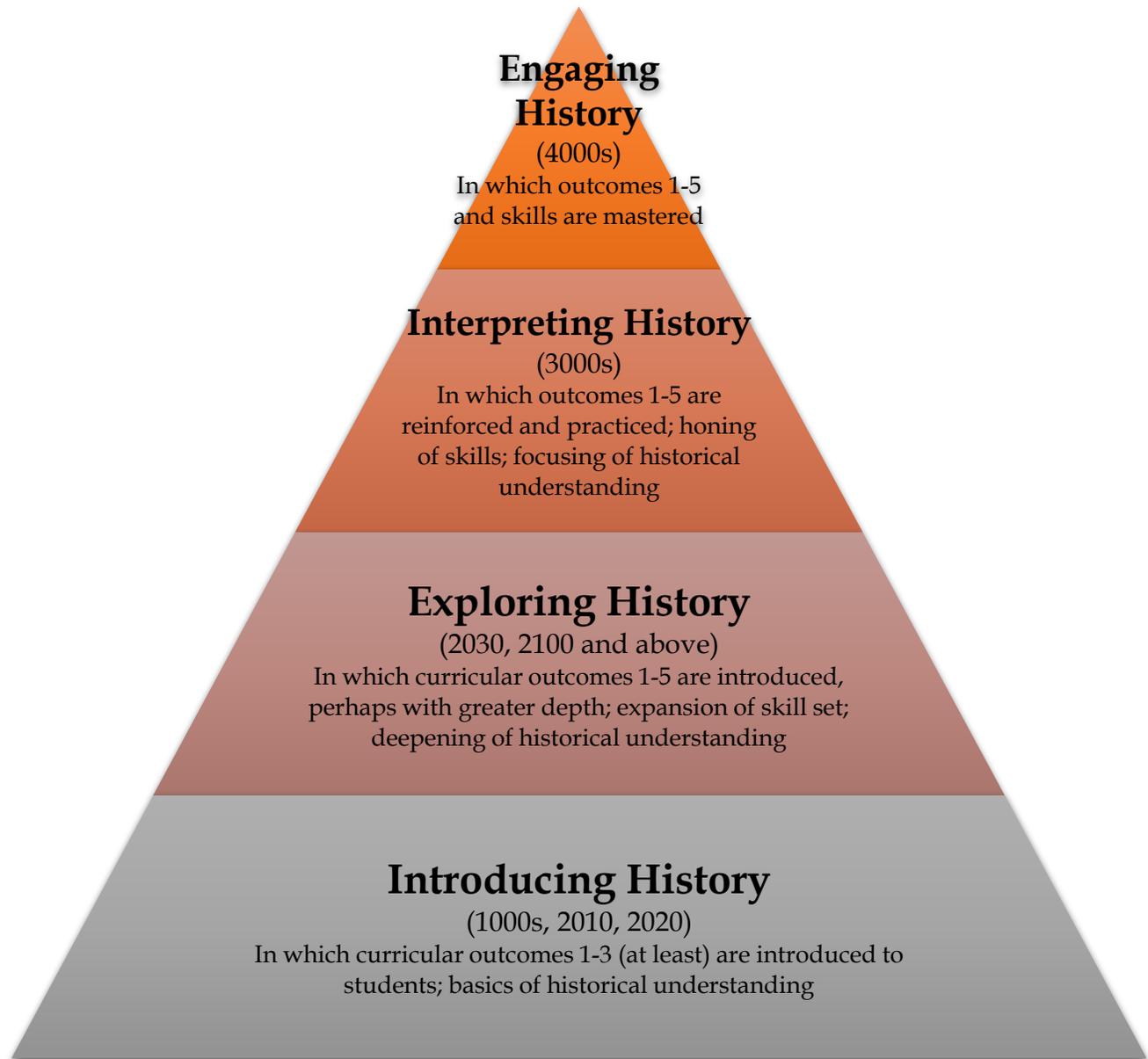
Since the last review, especially after 2012, the department began a rebuilding effort. It has hired nine new faculty members since then. In 2015-2016 the department redesigned the entire curriculum, changing general education requirements as well as requirements for the major. These and future changes will assist us in confronting the decline in the number of majors. As demonstrated above, this year we have again grown in the number of majors in the department.

Going forward the department still plans to make additional changes to the major by adding specific tracks such as a traditional, applied, and teacher track. One of our next major projects is to develop a way to better track alumni and stay in touch with them. We also would like to be more efficient in raising money for the department, we plan to work closely with the development office to do that.

The major problem at the moment is a lack of space in Brock Hall. We desperately need more office space as well as an acceptable space for a conference room.

The department has once again begun to shine as a center of excellence on campus. Everyone in the department works to excel as both a scholar and a teacher. We all believe that scholarship informs teaching, and we all strive to be the best historians and the best teachers that we can be.

APPENDIX A



HISTORY DEPARTMENT OUTCOMES

- 1) Synthesize a body of historical knowledge with range and depth in terms of period, region, and perspective.
- 2) Assess dynamics of causation, contingency and change over time in a variety of historical contexts.
- 3) Analyze, interpret, and evaluate a variety of primary and secondary source materials.
- 4) Generate significant, open-ended questions about the past and devise and carry out research strategies to answer them.
- 5) Understand and use the formal styles of writing, narrative construction, and argument specific to the history discipline.

CLEAR PATH – *History, B.A.*

2016-2017

Please see the [Courses](#) section of this catalog for complete course descriptions.

Freshman Year			
<ul style="list-style-type: none"> Meet with Academic Advisor two times each semester. Go to every class. Contact your instructor if you are absent. Devote enough time to your studies and think about course materials and how they apply to your life. Become actively involved in at least one co-curricular activity. 			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
ENGL 1010	3	HIST 2100	3
General Education Mathematics	3	Behavioral and Social Sciences	3
HIST 1110/1120/2010/2020	3	HIST 1110/1120/2010/2020	3
Fine Arts and Humanities subcategory	3	Natural Science non-lab	3
Foreign Language I	4	Foreign Language II	4
	16		16
Sophomore Year			
<ul style="list-style-type: none"> Using MyMocsDegree, create course plan for your remaining degree requirements. Involve yourself in learning opportunities that are challenging and relevant. 			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
Natural Science Lab	4	Statistics	3
Behavioral and Social Sciences	3	HIST 2000-level (not 2010/2020/2100)	3
HIST 2000-level (not 2010/2020/2100)	3	Foreign Language IV	3
Foreign Language III	3	Fine Arts and Humanities subcategory	3
Fine Arts and Humanities subcategory	3	Minor course 1000- or 2000-level	3
	16		15
Junior Year			
<ul style="list-style-type: none"> Participate in study abroad, leadership opportunities, service learning, civic engagement, internships, research projects, and other learning opportunities. Develop your job or graduate school strategy. Update your graduation plan as necessary. 			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
HIST 3000-level Europe	3	HIST 3000-level World Histories	3
HIST 3000-level US	3	HIST 3000-level	3
Minor course 1000- or 2000-level	3	Minor course 1000- or 2000-level	3
Elective-any level	3	Elective-any level	3
Elective-any level	3	Elective 3000- or 4000-level	3
	15		15
Senior Year			
<ul style="list-style-type: none"> Participate in a capstone experience related to your field of study. See additional learning activities aligned with your plans after graduation Implement the job or graduate school strategy you developed during your junior year. Complete your Graduation application with the Records Office. 			
<i>Fall Semester:</i>	Hrs	<i>Spring Semester:</i>	Hrs
HIST 4020	3	HIST 4000-level	3
HIST 3000- or 4000-level	3	HIST 3000- or 4000-level	3
Minor course 3000- or 4000-level	3	Minor course 3000- or 4000-level	3
Minor course 3000- or 4000-level	3	Elective 3000- or 4000-level	3
Elective 3000- or 4000-level	3		
	15		12

APPENDIX B

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA
WORLD HISTORY FROM THE ORIGINS TO C. 1400
SPRING 2017

COURSE DETAILS:

HIST 1110, Section 5
CRN: 27722, 3 credit hours
MWF 11-11:50 am, Derthick Hall 101

PREREQUISITES AND COREQUISITES: ENGL 1010, 1011, or 1020; or UHON 1010

INSTRUCTOR INFORMATION:

Dr. Kira Robison
408 Brock Hall
423-425-4827
kira-robison@utc.edu

OFFICE HOURS: M 12:00-1:00 pm; W 1:00-3:00 pm, and by appointment.

If you cannot come to office hours, email or speak to me and we can set up a time. I prefer to be contacted by email.

COURSE DESCRIPTION: This course will introduce students to human achievements in Eurasia, Africa, and the Americas from the origins of civilization to about the year 1400. Rather than taking a strictly chronological approach to civilizations and cultures, it will emphasize emerging cultures, traditions, and religions both as expressions of their time and place and as meaningful in our modern world.

COURSE OUTCOMES: This course is certified as a General Education course, fulfilling one of the following requirements. Please consult with your advisor and check the specific requirements for your major to determine if this course is a good fit for your plan of study. Student Learning Outcomes for the completion of the required credit hours in this category can be found at the accompanying URL.

- *Since 2014:* Historical Understanding; Thoughts, Values, and Beliefs; Non-Western Cultures. <http://catalog.utc.edu/content.php?catoid=12&navoid=339>
- *Pre-2014:* Cultures and Civilizations, Option B. http://catalog.utc.edu/preview_program.php?catoid=10&poid=1324

This course will also introduce students to the techniques of:

- Synthesizing historical knowledge about pre-modern world history through case studies of key cultures.
- Assessing the dynamics of causation, contingency, and change over time.
- Analyzing, interpreting, and evaluating a variety of primary sources.
- Understanding and using the formal styles of writing, narrative construction, and argument specific to the history discipline.

COURSE FORMAT: This class will be presented in a combination of lecture with PowerPoint slides, small and large group discussion, and writing (both in-class and as formal take

home, word-processed, papers). I will post the PowerPoints on Blackboard, but be advised that these are only *guidelines* for what we talk about in class.

COURSE EXPECTATIONS: PARTICIPATION AND DAILY WORK

In order to most fully benefit from this class:

- **Prepare!** I expect you to come prepared—this means doing all the reading before class and thinking about the relationship between the readings and the daily topic. *Please bring the readings with you to class, in whatever format necessary.* Be aware that the study of history often involves a great deal of reading; you should be mentally prepared for the work this entails: accurately learning any unfamiliar names and terms, the geography of the regions studied, exact or approximate dates (as appropriate), time periods, individuals, etc.
- **Participate!** Adequate participation in the class does not just mean doing the reading. It also means preparing for discussion, showing up on time, paying attention, and taking good notes. Turn off the cell phones, unplug the headphones; be here mentally. You may earn a successful participation grade by engaging actively in small and large group discussions, asking questions in class, and contributing effectively to class activities.
- **Attend!** You can't participate if you're not here. There are a number of participation assignments throughout the semester; if you are absent on that day, they cannot be made up. Please be aware that more than 2 absences will likely effect your overall performance negatively. If you leave early or arrive late, ***please*** make every possible effort to insure that your arrival or departure is not disruptive to the class. If you wish to have an absence excused, you must provide appropriate documentation (like a doctor's note). You are responsible for finding out the material you missed.
- **Respect!** Students should be open to and respectful of other students' views. Discussions should be kept relevant to the course material and issues at hand; they should NOT include personally directed comments or attacks, use of negative stereotypes, or broad generalizations about groups of people. **Inappropriate use of language, including but not limited to name-calling, racial/ethnic/sexual/religious prejudice, and offensive use of slang or body language will not be tolerated!** Students who disrupt the safe space of the classroom will receive a one-on-one warning, loss of participation points, and dismissal from class for repeat incidents. Also, use of tobacco is prohibited. This includes (but is not limited to) cigars/cigarillos/cigarettes (&c), vaping/nicotine-free cigs (&c), chew (and spit cups/cans/bottles, &c).

COURSE EXPECTATIONS: WRITING

- **Quality:** Papers should demonstrate an original and focused engagement with the questions, themes, and texts specified by the assignment.
- **Format:** Assignments are expected to meet all specifications upon submission, as laid out on the assignment sheet. Failure to meet length requirements or use of formatting techniques to lengthen or shorten papers, inappropriate use of quotations, and/or not addressing all objectives of a question will result in significant grading penalties. Websites such as *Wikipedia*, online study guides, personal webpages, and commercial sites advertising products are almost never appropriate!

A NOTE ON ETIQUETTE AND MINDFULNESS: This class occurs in real-time. As you see me, so I can see you. I can see you come in late and leave early. I can see you use your phones and computers, which is why this is a no-technology classroom (see below). I am not a TV program. There is no fourth wall between you and me. If you come to class, make of point of *being* here.

ACADEMIC DISHONESTY: You are responsible for knowing, understanding, and abiding by UTC's policies regarding student misconduct. These policies may be found in the [UTC Student Handbook](#). **I assume your presence in this class is your agreement with UTC's Honor Code Pledge**, as follows (from the Student Handbook):

- "I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity."
- What is "unauthorized aid" or cheating? Cheating may be defined as obtaining (or attempting to obtain) or providing unauthorized assistance on an assessment. Cheating includes, but is not limited to: lying; copying from another student's paper, or allowing another student to copy your paper; bringing unauthorized aids ("cheat sheets" and notes of any kind—written or electronic) to a quiz, test, or exam; discussing questions or answers from an assessment, or possessing copies of an assessment, *at any time* without permission from the instructor.
- What is plagiarism? Plagiarism may be defined for the purposes of this class as a deliberate effort to cheat or fool the reader or as accidental through a lack of understanding what constitutes proper citation and acknowledgement of ideas. In either case, it is unacceptable, as both constitute *theft* of someone else's ideas and *fraud* (passing them off as your own). All major written assignments will be submitted via Blackboard's text-matching software (SafeAssign) for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTC Student Handbook.
- Indiana University's Plagiarism Certificate: each student in this class is required to participate in IU's plagiarism tutorial and certification process. To get credit, you will submit your Test ID to me through Blackboard for verification. If you have a certificate already from 2016, please submit that Test ID.

COURSE POLICIES:

- **Technology:** This is a no-technology classroom. Laptops, tablets, phones or other electronic devices are not permitted. The only exception is during discussion when I will refer you to the Bb readings. Remove all earbuds and headsets. If you have a particular need for one of these items, you must present your accommodation letter or clear it with me immediately, and I ask that you sit in the front row.
- **Late Assignments:** Late assignments will be marked down three (3) points every day they are late. You have a 14-day window in which to submit late assignments—any later and they will not be accepted. I consider weekends inclusive in this policy since major assignments are due through Blackboard.

- **Scheduled Absences:** Athletes, musicians, and military personnel, it is your responsibility to let me know schedules and any pertinent information at the beginning of the semester.
- **Make-up quizzes and class work:** Make-ups will only be permitted for documented, university-approved absences. If you fail to make your rescheduled appointment, you will not be allowed to reschedule again.
- **Communication:** I will not accept assignments over email unless you have talked to me prior to submission. I consider email correspondence as a valid record of communication between us, but do not rest easy until you receive a reply from me—please allow a 24-hour turn around period. *All email exchanges regarding class will go through your UTC email account.* This is a university-wide policy. Please check your UTC email on a regular basis, at least every other day. If you have problems with accessing your UTC email account, contact the Call Center at 423-425-4000.
- **UTC Learn/Blackboard:** For all assignments submitted through Blackboard, make sure you save any and all submission notifications, even if you have to take a screenshot. These are your receipts; you cannot prove you turned an assignment in without them. If you have difficulty with submissions, try a different computer or web browser. It is your responsibility to make sure your assignments are submitted on time. Assignments should be submitted in a PC compatible format (e.g., Word or pdf) only. If I have to send an assignment back for reformatting, you will lose a full letter grade.
- **Accommodation:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center
- **Overwhelmed?** If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 423-425-4438.

TEXTBOOKS:

- **Required:**
 - *Sundiata: and Epic of Old Mali*
 - D.T. Niane, G.D. Pickett (trans.), Pearson, ISBN: 9781405849425
- **Recommended:**
 - *The Human Journey, Vol 1, to 1450* (paperback)
 - Kevin Reilly, Rowman and Littlefield, ISBN: 978-1-4422-1385-2
 - Readings from this book are *optional* and are designated on the syllabus by brackets
- **Readings on UTC Learn/Blackboard:**
 - These readings can be found by week on UTC Learn/Blackboard and are marked with (Bb). You should be able to login through <http://www.utc.edu/learn>.

GRADING: Grades are not given by me, but *earned* by you—it is not a negotiation. Grades take into consideration only work that has been submitted *during* the term. If you do not put time and effort into your assignment, the final grade is likely to reflect that fact. If you do not turn assignments in, you cannot earn points for them. Even if you work hard and turn everything in, it is possible that you will not earn an “A”. If you have a question about a grade on a particular assignment, I am happy to speak with you 24 hours after you

received the work in question back—you must make an appointment to come see me and have a clear petition.

- **Extra Credit:** There is none. Please do not ask me to “bump up” your grade, or tell me that your scholarship is in jeopardy. Everyone gets an equal chance to do their best in this class—it is up to you if take this opportunity or not.
- **Rounding the Final Grade:** Rounding to a higher grade will only occur if your attendance and participation show continuous engagement with the course, or drastic improvement over the semester. Rounding is not a given.
- **Participation:** Participation and work ethic matter. I cannot grade you on what you think you learned. Showing up but not *attending* will not work well for you. Accept you should not cut corners in this class if you wish to receive a passing grade and put in the effort. Use your time wisely. If you have another obligation that will significantly interfere with this class, make a choice—you cannot do both.
- **The Final:** is not exempt. If you choose not to take it, you do not get those points.

GRADING BREAKDOWN:

A	1000-900 pts	Superior Achievement
B	899-800 pts	Above Average Achievement
C	799-700 pts	Average Achievement
D	699-600 pts	Passing Work
F	599 pts or below	Failing Work

I: Incomplete, assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g. hospitalization) a student is prevented from completing the work of the course on time. I require a signed, written agreement between instructor and student, so you must meet with me before the end of the semester.

ASSIGNMENTS: OVERVIEW (TOTAL: 1000 POINTS)

- Writing
 - Writing Process 150 pts
 - 5 Mini Critiques 100 pts (20 pts each)
- Quizzes and Analyses
 - 4 Quizzes 200 pts (50 pts each)
 - 3 In-class Analyses [ICAs] 300 pts (100 pts each)
 - 1 Final Analysis 150 pts
- Participation 100 pts
 - Indiana University’s Plagiarism Certificate (20 pts)
 - This assignment should take about an hour, can be split into 2 sessions
 - *Hevrutot* (pl.; sing. *Hevruta*) (10 pts)
 - Isolated, individual study is the influence of Christian, cloistered monasticism. In the Jewish tradition, scholars of the Torah would gather in pairs or small groups (*hevrutot*) to study. This class will embrace both traditions; particular assignments will be labeled as appropriate: C for cloistered (individual) work, H for hevruta (group) work.
 - Beginning in second week, the large lecture class will be separated into 30 groups of four people each. This group will be your hevruta; each hevruta

will be arbitrarily named from a list of important pre-modern cities. All in-class discussions will take place in your hevruta.

- Evaluation: at the end of the semester, I will ask you to privately evaluate the other members of your hevruta and their contributions to discussions and other activities. Further instructions will be provided later in the semester.
- The participation grade may also include:
 - In-class and online workshops on historical reading and writing
 - A number of *randomly* distributed discussion assignments, in class
 - Also includes considerations such as pop quizzes, attendance blitzes, and other in-class assignments

ASSIGNMENTS: DETAILS

- Writing Process Assignment:
 - This is not a full paper. Rather, it is an activity in which you will develop an argument and support as the building blocks for a typical paper. This will teach you the core principles of writing in history, as well as hone your analytical skills and teach you how to handle historical data. The prompts for this paper will be provided later in the semester.
- Mini Critiques:
 - These will develop your ability to identify the author, time, and purpose of a source and relate it to its historical context. This will teach you textual analysis and critical thinking. The template and prompts for these will be provided later in the semester. Mini Critiques are marked on the syllabus schedule beneath their corresponding reading.
- Quizzes:
 - There are four (4) quizzes in this class. The format will be a map quiz, in which you will identify cities, provinces, natural formations, etc. on a map. A study guide will be given a week before the quiz on Bb.
- ICAs and Final Analysis:
 - There are no “exams” in this class. The word “exam” suggests cramming a bunch of facts, regurgitating them on the test, and forgetting them immediately after. Instead, this class focuses on the skills of evaluation and analysis, thinking and reading critically, expressing ideas clearly, and arguing persuasively from evidence. These skills must be practiced. As such, instead of “exams”, there will be a series of closed book analyses—three (3) in-class and one (1) during exam week. These analyses will include investigation of geographical, visual, and written elements. They will contextualize recent information from class and will require you to write a cogent response to prompted questions.
 - Best practice would suggest good attendance and attentiveness over the course of the semester. If you must miss a class, be sure to get the notes from a trusted classmate

SCHEDULE: This course syllabus provides a general plan for the course; deviations may be necessary.

Introduction and Prehistory

WEEK 1 (1/9-1/13)

- Introduction to the course and expectations
- Chronology and sources
- The Agricultural Revolution and Settlement
 - [*Human Journey*: 18-33]

JAN. 15: LAST DAY TO REGISTER/ADD

The Ancient World

WEEK 2 (1/16-1/20)

- **M, 1/16: MLK DAY, NO CLASS**
- River Civilizations
 - No reading
- Writing Systems and Social Order
 - No reading
- **F, 1/20: IU Plagiarism Certificate Due, Bb dropbox, 11:59 pm**
 - <https://www.indiana.edu/~academy/firstPrinciples/index.html>

JAN. 24: LAST DROP DAY

WEEK 3 (1/23-1/27)

- Writing Systems and Social Order, cont.
 - Have read: “The Satire on the Trades,” Bb
- **W, 1/25: Map Quiz #1, Near East and Egypt**
- Religion and City Planning
 - Have read: “Creation Myth,” Bb
 - [*Human Journey*: chapter 2]
- New Kingdom Egypt
 - Have read: “The Great Hymn to the Aten,” Bb
 - “The Great Hymn to Osiris,” Bb

WEEK 4 (1/30-2/3)

- The Late Bronze Age
 - Have read: Amarna Letter 74, Bb
 - **Mini Critique #1, due M 1/30**
- Judaism and the Hebrews
 - No reading
- Monotheism in a Polytheistic World
 - Have read: Exodus 20.1-6; 1 Kings 11.1-10; Num 25.1-5; 2 Kings 17.24-41, Bb

The Classical Era

WEEK 5 (2/6-2/10)

- **M, 2/6: ICA #1**
- The Persians
 - Have read: “The Cyrus Cylinder,” Bb
 - “The Bisitun Inscription,” Bb
 - **Mini Critique #2 due F 2/10**

WEEK 6 (2/13-2/17)

- **M, 2/13: Map Quiz #2, Classical Mediterranean**
- Greece and the Aegean
 - Have read: “Herodotus and Thucydides: A Comparison,” Bb
 - [*Human Journey*: 77-83]
- Alexander and Hellenism
 - No reading

WEEK 7 (2/20-2/24)

- The *Diodochi*
 - No reading
- Representation and Reform in Republican Rome
 - Have read: *Cursus Honorum*, Bb
- Conquest, a Love Story
 - Have read: Excerpt from Plutarch’s *The Life of Antony*, Bb
 - **Mini Critique #3 due F 2/24**
 - [*Human Journey*: 84-90]

WEEK 8 (2/27-3/3)

- The Emperor Augustus
 - Have read: Excerpts of the “Deeds of Augustus”, Bb
- **W, 3/1: ICA #2**
- Order, Religion, and Society in India
 - Have read: “The Laws of Manu,” Bb
 - [*Human Journey*: 73-75; 112-116]

WEEK 9 (3/6-3/10)

- **M, 3/6: Map Quiz #3, Asia**
- Hinduism: Parallel Worlds
 - Have read: “The Dilemma of Arjuna,” Bb
- The Pursuit of Nirvana
 - Have read: Excerpts from “Setting in Motion the Wheel of the Law,” Bb
 - [*Human Journey*: 75-77]
- Philosophy, Rule, and Life in China
 - [*Human Journey*: 91-102]

WEEK 10 (3/13-3/17)

- **SPRING BREAK, NO CLASS**

MAR. 20: LAST DAY FOR WITHDRAWAL (W)

****Start *Sundiata: and Epic of Old Mali*: due W, 4/5****

Global Late Antiquity

WEEK 11 (3/20-3/24)

- Global Trade in Eurasia
 - Have read: Interactive Map of Silk Roads, UNESCO, Bb
 - [*Human Journey*: 105-116]
- The Appeal of Buddhism: China
 - Have read: “Buddhism and Filial Piety,” “Buddha-nature,” and “The Legend of Miao-shan,” Bb
 - [*Human Journey*: 116-120]
- Rise of Christianity
 - [*Human Journey*: On Christianity, 122-127]

WEEK 12 (3/27-3/31)

- Transition to a Christian Empire
 - Have read: “The Edict of Milan,” Bb
 - **Mini Critique #4 due M 3/27**
- Byzantium
 - Have read: Procopius, *Secret History*, ch. 1-6, Bb
- **F, 3/31: Map Quiz #4, Dar-al Islam**
- Muhammad and the Founding of Islam
 - Have read: Excerpts, Muhammad ibn-ishaq, *Biography of the Messenger of God*, Bb
 - “Muhammad’s Last Sermon,” Bb
 - [*Human Journey*: 129-134]

WEEK 13 (4/3-4/7)

- The Expansion of Islam
 - Have read: “The Pact of Umar,” Bb
- Islamic Africa
 - Have read: *Sundiata: and Epic of Old Mali* (book)
- **F, 4/7: Writing Process due, Bb dropbox, by 11:59 pm**

The Middle Ages

WEEK 14 (4/10-4/14)

- **M, 4/10: ICA #3**
- Carolingian Europe
 - Have read: Excerpts from Einhard’s *Life of Charlemagne*, Bb
- **F, 4/14: SPRING HOLIDAY, NO CLASS**

WEEK 15 (4/17-4/21)

- The Medieval Mediterranean
 - Have read: Pope Urban II, Speech (Bb)
- East and West, Them and Us
 - Have read: Excerpts from *The Travels of Marco Polo*, Bb
 - **Mini Critique #5 due W 4/19**
- Fourteenth-century Crises
 - Have read: WHO factsheet, “Plague”, Bb

WEEK 16 (4/24)

- **Administrative Day**: Reserved for make-up classes and/or other administrative business

FINAL ANALYSIS (during Final Exam period, same classroom)

- Monday, May 1: 10:30 am-12:30 pm

WORLD HISTORY FROM 1400-PRESENT

HIST 1120 * Fall 2016

Section 04 * 48202 * MWF 10:00-10:50

Section 05 * 48203 * MWF 11:00-11:50

3 Credit Hours

INSTRUCTOR: Annie Tracy Samuel (Prof. Tracy Samuel)

CLASS LOCATION: 202 Brock Hall

OFFICE: 302C Brock Hall

EMAIL: Annie-TracySamuel@utc.edu

OFFICE PHONE: 423-425-4579

OFFICE HOURS: Fridays 12:00-2:00; or by appointment

Course Description: This course examines the history of the world from approximately 1400 to the present. As covering all of that history in a single semester is impossible, we will focus on some of the major themes and events of that period. The course is divided into three units, each of which deals with a central theme and time period.

Pre- or Co-requisite: ENGL 1010, ENGL 1011, UHON 1010, or department head approval.

This course fulfills a **General Education** requirement in the “Historical Understanding Subcategory” of the “Fine Arts and Humanities Category” and in the “Non-Western Culture Category.”

Course Outcomes: The following outcomes for the two General Education categories are taken from the Course Catalog.

Historical Understanding Subcategory: The purposes of this subcategory are to develop student skills in historical analysis and to increase student understanding of the past and its complexities. Upon completion of the required credit hours in this subcategory, students will be able to:

- Explain concepts such as cause and effect, change over time, context, and contingency.
- Explain the varieties of historical evidence and assess their strengths and limitations.
- Analyze and interpret primary and secondary source material, distinguish between them, and place them in context.
- Evaluate multiple perspectives that emerge from differing narratives and sources.
- Follow and construct logical and coherent historical arguments.
- Articulate the relationship between the past and the present.

Non-Western Culture Category: Courses in this category will investigate some aspect of a culture whose dominant traditions originate outside of “Western” traditions, values, and systems of thought and belief. The purpose of this category is to ensure that students explore at least one

culture outside of the Euro-American framework. Upon completion of the required credit hours in this subcategory, students will be able to:

- Identify and analyze knowledge, artifacts, or practices of at least one non-Western* culture.
- Recognize and articulate the complexities of human differences within the culture or cultures under examination.
- Draw comparisons between the culture or cultures under examination and Western* traditions or practices.

* For the purposes of this document, “Western” is defined as an ideological, not a geographic, construct referring to peoples whose traditions trace their origins predominantly to European or American cultural heritages, recognizing that virtually no culture can be said to be “purely” Western or non-Western.

For more see: <http://catalog.utc.edu/content.php?catoid=16&navoid=512>.

Standards of Conduct:

Communication with the Instructor: You are encouraged to be in touch with me regarding any questions you have about the class. You may do so by meeting with me during office hours or via email. Please refer to the “FAQ” section of UTC Learn for further information. I will do my very best to respond to emails promptly. General course announcements will be posted on UTC Learn. Please check UTC Learn and your UTC email regularly for announcements.

Originality and Plagiarism: All your work must be your own. Any written work you submit should be the result of your own research and writing and should reflect your own approach to the topic. In your written work, you must adhere to all standard citation practices and properly and fully cite any and all sources that have helped you with your work. For more on plagiarism please see the following resources:

- [UTC Library Guide to Plagiarism](#)
- [UTC Learn Citation and Plagiarism References](#)
- [Writing and Communication Center](#)
- [Honor Code Pledge](#) from the [UTC Student Handbook](#)
- [UTC Guidelines on Academic Integrity](#) and [Student Conduct](#)

Course Requirements: The course grade will be based on the following components:

Class Participation – 10%

Class participation involves two elements:

1. Coming to Class

- **Attendance is mandatory. I will take attendance at the beginning of every class, and you will get points just for showing up.** Students should be present in the classroom and ready to begin class promptly at 10:00 or 11:00.

- Important information you will need for the exams will be presented in class. **Coming to class is one of the most important things you can do to succeed in the course.**
- Excused Absence Policy: Students will be excused from class only if they notify me of their absence ahead of time and provide me with a valid reason for their absence (e.g., sickness, job interview, religious holiday). Exceptions will be made in cases of emergencies. Students may be asked to provide further information or documentation regarding the circumstances giving rise to the absence.
- Unexcused Absence Policy: You are allowed three unexcused absences over the course of the semester without a resultant effect on your participation grade.

2. *Preparing for and Participating in Class*

- Students are expected to prepare for class by carefully reading all the assigned materials and being prepared to discuss them.
- Students are expected to participate in class in the following ways:
 - Offering your own assessment of the relevant material;
 - Responding to questions posed by the instructor and your peers;
 - Asking questions of the instructor and your peers;
 - Seeking clarification for points you do not understand;
 - Being attentive and respectful during class.
- You are expected to be actively and respectfully engaged throughout the class. This means that you should refrain from disruptive behavior, electronic or otherwise. The use of electronic devices for purposes not related to class is strictly prohibited. Laptops and tablets may be used during class for instructional purposes only (taking notes or referring to assigned readings). Phones must be silenced and put away for the duration of the class. Misuse of electronic devices will negatively affect your participation grade.
- Participating, and your participation grade, in this class also include effective and respectful communication with me. Please refer to the “FAQ” section of UTC Learn for further information.
- *You are strongly encouraged to raise any and all questions you have about the syllabus and/or course with me either in class or privately.*

Primary Source Analysis Essays – 20%

- You will prepare short primary source analysis essays about the assigned primary source readings.
- The primary sources for which you may prepare analysis essays are indicated in the syllabus with an asterisk (*).
- Complete instructions for the essays can be found in a separate document available on UTC Learn.
- Each essay will be graded on a scale of 1 through 5. **You should complete at least as many responses as it takes you to get a total of 20 points.** (E.g. a student who receives a grade of 5 on all her/his essays would need to complete four essays in order to reach 20

points; a student who receives a grade of 4 on all her/his essays would need to complete five essays in order to reach 20 points.) **Students may earn extra credit by submitting up to 5 points worth of additional essays.**

- **Essays are due in the class for which the given primary source has been assigned. They cannot be turned in after that class.** However, if you are unable to attend class, you may turn in your responses in the following class.

Exams – 70%

- You are required to complete **three exams** over the course of the semester.
- The percentage of your final grade each exam is worth will be weighted based on your performance on each exam:
 - The exam you do the best on will count for 28% of your final grade
 - The exam you do the worst on will count for 18% of your final grade
 - The other exam will count for 24% of your final grade
- **The exams will be given at the end of each of the three units of the course and will include only the materials and subjects covered in that unit.**
- The exam dates are listed in the syllabus, but may be subject to change. You will be notified well in advance if the date of an exam has been changed.
- All three exams will be in-class exams and will last 50 minutes.
- The exact format of each exam will be announced at the review session held during the class before the exam, but will usually consist of some combination of the following:
 - Short, fact-based questions
 - Map identifications
 - Essay or short-response questions
- The class prior to the exam will be reserved for a review session, for which you will not have new readings. Instead, you should review the materials and lectures from the unit and come to class with questions regarding the information that will be on the exam.
- I will provide you with a review sheet of relevant terms, events, etc. that will be on the exam no later than the class before the review session.
- You should bring a blank blue book (without your name or any writing) to the class before the exam (the review session). Blue books can be purchased at the university bookstore. I will collect the blue books during the review session and then redistribute them on the day of the exam.
- You must take the exam on the date specified in the syllabus and confirmed by me. Students will be excused from the exam date and given the exam on another date only in cases of an excused absence (explained above).

Course Materials

There is no required book for this class.

All Required Readings have been or will be posted on UTC Learn. Many (but not all) of the readings contain (usually dark pink or red) **boxes around certain sections of text**. If a reading does contain such boxes you should read only the text in those boxes. If a reading does not contain such boxes you should read the entire text.

Other Materials, including review sheets, announcements, instructions, etc., have been or will be posted on Blackboard.

Schedule:

Note: The syllabus is subject to change and addition. Changes to the syllabus will be announced either in class, on Blackboard, or via email. Students assume the responsibility of keeping track of changes and preparing accordingly.

Introduction to the Course

Week 1

Class 1: August 22 M ~ Introduction to the Course

(No reading)

* Please bring the syllabus with you to class *

Class 2: August 24 W ~ Responding to History

- Peter N. Stearns, "Why Study History?" (American Historical Association, 1998)

- Review Primary Source Analysis Essay Guidelines on UTC Learn

* Please bring the reading and assignment with you to class *

Unit 1: Changing Views of People, Religion, and the World

Week 1 (cont.)

Class 3: August 26 F ~ European Voyages of Discovery

- Christopher Columbus, *Journal* (1492)

- Edward Haies, *Sir Humphrey Gilbert's Voyage To Newfoundland* (1583)

- Sir Walter Raleigh, *The Discovery of Guiana* (1595)

- Samuel de Champlain, *Voyages* (1604)

* Please bring the readings with you to class *

Week 2

Class 4: August 29 M ~ European Voyages of Discovery – Critiques

- Bartolomé de Las Casas, *A Short Account of the Destruction of the Indies* (1542)*

- Lope de Aguirre, "Letter to King Philip of Spain" (1561)*

Class 5: August 31 W ~ Colonies and Foreign Trade

- Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations* (1776)*

Class 6: September 2 F ~ Chinese Maritime Exploration

- Asia for Educators, “The Ming Voyages” (Columbia University)

Week 3

NO CLASS: September 5 M ~ Labor Day

Class 7: September 7 W ~ Governance and Legitimacy in the Muslim Empires

- “The Muslim Empires” (selected readings)

Class 8: September 9 F ~ Trans-Atlantic Slave Trade

- Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano, Or Gustavus Vassa, The African, Written By Himself* (1789)*

Week 4

Class 9: September 12 M ~ Protestant Reformation

- Martin Luther, “Address To The Nobility of the German Nation” (1520)*

- Martin Luther, “Preface to the Complete Edition of Luther’s Latin Writings” (1545)

- Martin Luther, “Preface to the Epistle of St. Paul to the Romans” (1534)*

Class 10: September 14 W ~ Islamic Reformation

- ‘Abdullah Wahhab, “History and Doctrines of the Wahhabis” (1803)*

- Jamal al-Din al-Afghani, “An Islamic Response to Imperialism” (1884) and “Islamic Solidarity” (1892-96)*

- Muhammad ‘Abduh, “Islam, Reason, and Civilization” (1897) and “Laws Should Change in Accordance with the Conditions of Nations and The Theology of Unity” (1881 and 1897)*

Class 11: September 16 F ~ Scientific Revolution in Europe

- Nicolaus Copernicus, *The Revolutions of the Heavenly Bodies* (1543)*

- Galileo Galilei, “Letter to the Grand Duchess Christina of Tuscany” (1615)*

Week 5

Class 12: September 19 M ~ The Way of the Samurai

- Yamamoto Tsunetomo, *Hagakure (In the Shadow of Leaves)* (Book of the Samurai) (1709-16)*

Class 13: September 21 W ~ Good Governance in China

- Chen Hongmou, selections from letters*

Class 14: September 23 F ~ Enlightenment and Inequality

- Jean-Jacques Rousseau, *Discourse on the Origins and Foundations of Inequality Among Men* (1754)*

Week 6

Class 15: September 26 M ~ Extra Review!

- No class meeting – take an extra day to review for the first exam

Class 16: September 28 W ~ Review Session for Exam #1

- Review!

Class 17: September 30 F ~ Exam #1

- Study!

Unit 2: New Concepts of State and Society

Week 7

NO CLASS: October 3 M ~ Rosh Hashanah

- Get started on the readings for next class

Class 18: October 5 W ~ Early Feminism

- Mary Wollstonecraft, *A Vindication of the Rights of Woman* (1792)*

Class 19: October 7 F ~ Revolutions in the Americas

- Thomas Paine, *Common Sense* (1776)*

- Simon Bolivar, “Address to the Constituent Congress” (1826)*

Week 8

Class 20: October 10 M ~ French Revolution

- “The French Revolution,” summary and video from the History Channel

NO CLASS: October 12 W ~ Yom Kippur

- Get started on the readings for next class

Class 21: October 14 F ~ Nationalism and Orientalism

- Introduction to subject and readings

- Abd al-Rahman al-Jabarti, *Napoleon in Egypt* (1798)

- Edward Said, *Orientalism* (1978)

Week 9

NO CLASS: October 17 M ~ Fall Break

Class 22: October 19 W ~ Nations and Nationalism

- Ernest Renan, "What is a Nation?" (1882)*
- Benedict Anderson, *Imagined Communities* (1983)

Class 23: October 21 F ~ Expansion, Colonialism, and the Civilizing Mission

- John O'Sullivan, "Annexation" (1845)*
- John Stuart Mill, *On Liberty* (1859)*

Week 10

Class 24: October 24 M ~ Industrialization and Evolution

- Selected readings on the Industrial Revolution
- Charles Darwin, *On the Origin of Species* (1859)*

Class 25: October 26 W ~ Marxism and Progress

- Karl Marx and Friedrich Engels, *Manifesto of the Communist Party* (1848)*

Class 26: October 28 F ~ Civilization and its Discontents

- Sigmund Freud, *Civilization and its Discontents* (1930)*

Week 11

Class 27: October 31 M ~ Review Session for Exam #2

- Review!

Class 28: November 2 W ~ Exam #2

- Study!

Unit 3: The Twentieth Century

Week 11 (cont.)

Class 29: November 4 F ~ World War I – Causes + Course

- Daniel Marc Segesser, "World War I," in *Encyclopedia of Violence, Peace and Conflict*, ed. Lester R. Kurtz (Oxford: Elsevier Science & Technology, 2008)

Week 12

Class 30: November 7 M ~ World War I – Consequences

- NO CLASS MEETING – Complete readings and assignment
- Primary source readings and assignment on the origins of the Arab-Israeli conflict*

Class 31: November 9 W ~ The Russian Revolution

- Leon Trotsky, *The History of the Russian Revolution* (1930)*

Class 32: November 11 F ~ Authoritarianism and Nazism
- Adolf Hitler, *Mein Kampf (My Struggle)* (1925)*

Week 13

Class 33: November 14 M ~ Guest Lecture / World War II and the Holocaust
10:00 Class – Guest Lecture (no readings)
11:00 Class – World War II and the Holocaust (readings listed below)
- Selected Readings on World War II and the Holocaust

Class 34: November 16 W ~ Guest Lecture / World War II and the Holocaust
10:00 Class – World War II and the Holocaust (readings listed below)
11:00 Class – Guest Lecture (no readings)
- Selected Readings on World War II and the Holocaust

Class 35: November 18 F ~ The Cold War + Maoism
- Selected readings on the Cold War
- Mao Zedong, *On New Democracy* (1940)*

Week 14

Class 36: November 21 M ~ The Iranian Revolution
- Roger Cohen, “1979: Iran’s Islamic Revolution,” *The New York Times*
- Abbas Milani, “The Three Paradoxes of the Islamic Revolution in Iran,” Middle East Institute (Jan. 29, 2009)

NO CLASS: November 23 W + 25 F ~ Thanksgiving

Week 15

Class 37: November 28 M ~ The End of the Cold War and the Beginning of Globalization
- Selected readings on the end of the Cold War and the beginning of globalization

Class 38: November 30 W ~ A Long Walk to Freedom
- Nelson Mandela, *Long Walk to Freedom* (1994)

Class 39: December 2 F ~ Review Session for Exam #3
- Review!

Week 16

Class 40: December 5 M ~ Exam #3
- Study!

History 2010 Section 0 (48210): United States History to 1865 (3 Credits)

TR 12:15-1:30, DRTN 101
University of Tennessee at Chattanooga
Fall 2016

Michael D. Thompson, Ph.D.
UC Foundation Associate Professor
Department of History
University of Tennessee at Chattanooga

Office: Brock Hall 408C
Office Hours: TR 1:30-2:30, or by appointment
Email: Michael-D-Thompson@utc.edu
Phone: 423-425-4565

COURSE DESCRIPTION AND OBJECTIVES

This course surveys American history from European contact to the Civil War, with special attention to the diverse peoples, ideas, and cultures that created the United States. The primary goal of this course is to familiarize students with the major historical events and themes of early American history, as well as the social, cultural, political, and economic developments that shaped pre-1865 America.

Throughout the semester students will be introduced to the following elements of historical thinking: (1) synthesizing a body of historical knowledge with range and depth in terms of period, region, and perspective; (2) assessing dynamics of causation, contingency, and change over time in a variety of historical contexts; and (3) analyzing, interpreting, and evaluating a variety of primary and secondary source materials. The course, more generally, will strive to strengthen students' critical thinking, analytical, and oral and written communication skills. The class format chiefly will consist of interactive lectures, interspersed with brief discussions, activities, and quizzes. Readings will include a textbook and primary source historical documents. These textual sources will be supplemented by relevant PowerPoint images and occasional audio recordings and film clips.

Official University Course Description and Pre-/Co-Requisites: "A survey of American history from the age of discovery to the present, with special attention to the peoples, ideas, and cultures that created the United States. Pre- or Co-requisite: ENGL 1010 or department head approval."

GENERAL EDUCATION INFORMATION AND OUTCOMES

This course is certified to fulfill a General Education requirement in Humanities and Fine Arts under the "old" General Education system, and in the Historical Understanding area of Fine Arts and Humanities under the "new" General Education system. Please let the instructor and/or your official academic advisor know if you have any questions or concerns about General Education requirements. Upon successful completion of the Historical Understanding area requirement, students will be able to:

- Explain concepts such as cause and effect, change over time, context, and contingency.
- Explain the varieties of historical evidence, and assess their strengths and limitations.
- Analyze and interpret primary and secondary source material, distinguish between them, and place them in context.
- Evaluate multiple perspectives that emerge from differing narratives and sources.
- Follow and construct logical and coherent historical arguments.
- Articulate the relationship between the past and the present.

REQUIRED TEXTS

The following texts are required and are available for purchase at the bookstore located in the UC:

James L. Roark, et al, *The American Promise: A History of the United States, Volume I: To 1877*, Value/6th Edition (Boston: Bedford/St. Martin's, 2014)

Michael P. Johnson, *Reading the American Past, Volume I: To 1877*, 5th Edition (Boston: Bedford/St. Martin's, 2012)

Note: Please speak with the instructor should you prefer to purchase access to an electronic edition of these texts. Some students find that the e-text helps them stay on track with required weekly reading assignments, divides the text into digestible segments, and offers numerous opportunities to more actively engage with the course material through highlighting and note-taking features, guided reading exercises, section review questions and quizzes, map and other visual activities, imbedded historical documents, and chapter review resources.

STUDENT RESPONSIBILITIES AND ASSIGNMENTS

Communication and Technical Assistance: In addition to the information conveyed in this syllabus, frequent updates and announcements will be made in class, via official university email, and on the course UTC Learn site (also known as Blackboard). It is the students' responsibility to pay attention to in-class announcements, to read all course related emails and UTC Learn posts, and to speak with or contact the instructor with course-related questions or concerns. More generally, the university uses your UTC email address for all official communications. Please check your UTC email account on a regular basis, and contact the IT Help Desk at 423-425-4000 if you have any questions or problems.

Class Attendance, Participation, and Conduct: Students are expected to actively and intelligently participate in all class discussions and activities, including lectures, and they are expected to take notes. Although attendance is not required, students who do not attend class cannot participate and the participation grades of habitually absent students will be impacted accordingly. In addition, the participation grades of students who are routinely late to class, or who sleep, converse, text message, use the internet, read the newspaper, or engage in any other inappropriate, disruptive, or disrespectful conduct during class time will be reduced. Meanwhile, students may not produce audio or visual recordings of class sessions without the prior and express permission of the instructor.

Quizzes: Twelve in-class quizzes will be given during the semester to better ensure that students are reading and understanding the course material as presented in *The American Promise* text, the *Reading the American Past* historical documents, and class lectures, activities, and discussions. Quiz grades will constitute a major component of students' course grades. Make-up quizzes will not be offered; however, your two lowest quiz grades will be dropped automatically at the end of the semester, with only the ten highest quiz grades counting. Please note that missing multiple quizzes will severely harm your participation grade.

Examinations: This course features three in-class examinations during the semester and a partially comprehensive final exam given during the final examination period. Students should arrive for exams

on time. Students who anticipate scheduling conflicts should contact the instructor beforehand to discuss an alternative time and location for the exam and be able to provide appropriate documentation. Make-up exams only will be granted with the prior consent of the instructor and/or in the event of a legitimate and documented emergency situation. The instructor reserves the right to determine what constitutes such circumstances.

EVALUATION AND ASSESSMENT

Students will be graded based upon active and intelligent classroom participation, and upon performances on the quizzes, three in-class examinations, and a final examination. Please note that the completion and submission of all course assignments and examinations is required to receive credit for the course.

Quizzes & Participation:	100 points (20%)
Examination 1:	100 points (20%)
Examination 2:	100 points (20%)
Examination 3:	100 points (20%)
Final Examination:	100 points (20%)
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Total:	500 points (100%)

Grading Scale:

A (Excellent) = 450-500 points (90-100%)

B (Good) = 400-449 points (80-89%)

C (Adequate) = 350-399 points (70-79%)

D (Poor) = 300-349 points (60-69%)

F (Failing) = 0-299 points (59-0%)

HONOR CODE STATEMENT

All students are expected to abide by UTC's Honor Code, which is in effect at all times and which prohibits all forms of academic dishonesty, including cheating and plagiarism. Any attempt to use the work of others as your own is grounds for failing the course and suspension or expulsion from UTC. In accordance with the policies of UTC, all violations of the Honor Code will be reported immediately to the Honor Court. The Honor Code is available for students to read carefully in the UTC Student Handbook. If you are unsure of what constitutes cheating or plagiarism, please consult the instructor and refer to the UTC Student Handbook (<http://www.utc.edu/dean-students/student-handbook.php>).

ACCOMMODATION STATEMENT

If you are a student with a disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) and think you might need special assistance or a special accommodation in this or any other course, please speak with the instructor as soon as possible. Also contact the UTC Disability Resource Center (DRC) at 423-425-4006 and/or go to their office in University Center 108. Please note that special academic accommodations will be provided only after the instructor has received official written notice from UTC's Disability Resource Center. These accommodations cannot be applied retroactively. It therefore is imperative that you contact the Disability Resource Center immediately if you think you may need special academic accommodations (<http://www.utc.edu/disability-resource-center/>).

If you feel that personal troubles, study and time management problems, career indecision, or any other difficulties are adversely affecting your success or progress at UTC, please contact the Counseling and Personal Development Center at 423-425-4438, go to their office in University Center 338, and/or visit <http://www.utc.edu/counseling-personal-development-center/>.

COURSE SCHEDULE

Note: The syllabus and course schedule are subject to change at the discretion of the instructor. Students generally should complete the following reading assignments prior to the first class session each week. Additional readings occasionally may be assigned. Students will receive sufficient notification and the reading assignments will be made available online via UTC Learn.

<u>Week One</u> August 23 & 25	Topics:	Course Introduction Ancient America, Before 1492 (optional) Europeans Encounter the New World, 1492-1600
	Readings:	<i>The American Promise</i> , Ch. 1 (optional) <i>Reading the American Past</i> , Ch. 1 (optional) <i>The American Promise</i> , Ch. 2 <i>Reading the American Past</i> , Ch. 2
<u>Week Two</u> Aug. 30 & Sept. 1	Topic:	The Southern Colonies in the Seventeenth Century, 1601-1700
	Readings:	<i>The American Promise</i> , Ch. 3 <i>Reading the American Past</i> , Ch. 3
<u>Week Three</u> September 6 & 8	Topic:	The Northern Colonies in the Seventeenth Century, 1601-1700
	Readings:	<i>The American Promise</i> , Ch. 4 <i>Reading the American Past</i> , Ch. 4

Week Four **Topic:** Colonial America in the Eighteenth Century, 1701-1770
September 13 & 15
Readings: *The American Promise*, Ch. 5
 Reading the American Past, Ch. 5

EXAM 1 – Tuesday, September 20, 12:15 PM, DRTN 101 (Chapters 2-5)

Week Five **Topic:** The British Empire and the Colonial Crisis, 1754-1775
September 20 & 22
Readings: *The American Promise*, Ch. 6
 Reading the American Past, Ch. 6

Week Six **Topic:** The War for America, 1775-1783
September 27 & 29
Readings: *The American Promise*, Ch. 7
 Reading the American Past, Ch. 7

Week Seven **Topic:** Building a Republic, 1775-1789
October 4 & 6
Readings: *The American Promise*, Ch. 8
 Reading the American Past, Ch. 8

EXAM 2 – Tuesday, October 11, 12:15 PM, DRTN 101 (Chapters 6-8)

Week Eight **Topic:** The New Nation Takes Form, 1789-1800
October 11 & 13
Readings: *The American Promise*, Ch. 9
 Reading the American Past, Ch. 9

FALL BREAK – Tuesday, October 18 (No Class)

Week Nine **Topic:** The New Nation Takes Form, 1789-1800 (cont.)
October 20
Readings: *The American Promise*, Ch. 9 (cont.)
 Reading the American Past, Ch. 9 (cont.)

Week Ten **Topic:** Republicans in Power, 1800-1824
October 25 & 27
Readings: *The American Promise*, Ch. 10
 Reading the American Past, Ch. 10

Week Eleven **Topic:** The Expanding Republic, 1815-1840
November 1 & 3
Readings: *The American Promise*, Ch. 11
 Reading the American Past, Ch. 11

EXAM 3 – Tuesday, November 8, 12:15 PM, DRTH 101 (Chapters 9-11)

Week Twelve **Topic:** The Slave South, 1820-1860
November 8 & 10
Readings: *The American Promise*, Ch. 13
 Reading the American Past, Ch. 13

Week Thirteen **Topic:** The New West and the Free North, 1840-1860
November 15 & 17
Readings: *The American Promise*, Ch. 12
 Reading the American Past, Ch. 12

Week Fourteen **Topic:** The House Divided, 1846-1861
November 22
Readings: *The American Promise*, Ch. 14
 Reading the American Past, Ch. 14

THANKSGIVING BREAK – Thursday, November 24 (No Class)

Week Fifteen **Topic:** The House Divided, 1846-1861 (cont.)
Nov. 29 & Dec. 1 The Crucible of War, 1861-1865
Readings: *The American Promise*, Ch. 14 (cont.)
 Reading the American Past, Ch. 14 (cont.)
 The American Promise, Ch. 15
 Reading the American Past, Ch. 15

FINAL EXAM – Thursday, December 8, 10:30 AM-12:30 PM, DRTH 101 (Chapters 12-15 + comprehensive sections covering Chapters 2-15)

HIST-2020, Section | 48212
United States History Since 1865
Fall 2016
3 Credit Hours

Class Meetings: MWF, 12:00-12:50pm

Location: Brock Hall 402

Dr. Susan Eckelmann

Office Hours: Mondays, 9:30-11:00am and 2:30-3:30pm, and by appointment

Office: Bock Hall, Room 302B

E-Mail: Susan-Eckelmann@utc.edu

Course Description

The course is an overview of modern U.S. history from the Reconstruction period through recent times. The class examines the experiences of different racial, ethnic, gender, and age groups highlighting the diversity of their living circumstances, political and cultural attitudes, and their roles in U.S. society. Conflicts within and between different groups, as well as struggle over freedom and rights as constants in American history define course themes, readings, and assignments. The class is designed to help students understand and master how historians think and write. Both lectures and in-class discussions focus on the critical reading and analysis of primary documents, including letters, speeches, court decisions, cartoons, propaganda posters, political platforms, interviews, to name a few. The evaluation of students' class performance is based on in-class assignments, exams, and active and thoughtful participation in class.

Course Outcomes

Note: This course is certified as a General Education course fulfilling the Humanities and Fine Arts category. Please consult with your advisor and check the specific requirements for your major to determine if this course is a good fit for your plan of study.

Upon completion of the required credit hours in this category, students will be able to:

- Describe the forms and limits of knowledge in the arts and the humanities.
- Identify the relationships among ideas, text, and artistic works and their cultural and historical contexts.
- Recognize and evaluate competing interpretations of texts broadly defined.
- Compare the differences and commonalities among the various disciplines in the Fine Arts and Humanities.
- Apply the techniques of interpretation and analysis characteristic of disciplines in the Fine Arts and Humanities to explore significant issues, texts, and artistic works.
- Communicate the results of their inquiries and analyses in writing.

Prerequisites

Prerequisites or corequisites include: ENGL 1010 or ENGL 1011 Or UHON 1010 or department head approval.

Assigned Required Readings (Available at the UTC Bookstore or Amazon)

You are required to purchase the following two books:

Eric Foner, *Give Me Liberty!: An American History*, Vol. 2. New York: W. W. Norton & Company; Seagull Fourth Edition edition, 2013. [ISBN: 978-0393920314](#)

Eric Foner, *Voices of Freedom: A Documentary History*, Vol. 2. New York: W. W. Norton & Company; Fourth Edition edition, 2013. [ISBN: 978-0393922929](#)

John Lewis, *The March: Book One*. New York: Top Shelf Productions, 2013. [ISBN: 978-1603093002](#) (Recommended)

Behavior & Academic Misconduct

I encourage you to ask questions during lectures and engage freely in class discussion. **The open and effective exchange of ideas depends on an atmosphere of tolerance and respect.** You should feel free to disagree but not to deride or condemn anyone in class. No distracting, disrespectful, or disruptive behavior is allowed. **Do not engage in private conversations, newspaper reading, messaging, eating and so forth.** All electronic devices, except those for note taking, must be turned off during class. If you have questions or concerns about aspects of the syllabus, assignments, or conduct in the class, please speak with me.

Academic misconduct and dishonesty, such as plagiarism, are serious offenses and will be penalized. For details on the honor court process, see <http://www.utc.edu/dean-students/conduct/integrity.php>.

Honor Pledge Code (See UTC Student Handbook)

“I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to insure that the Honor Code is upheld by others and the I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.”

Disabilities

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall.

Counseling Center

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438.

Communication

Typically, I will respond to student email messages within 24 hours. **General announcements will be sent via Blackboard.** Please check your UTC email on a regular basis for additional reminders. If you have problems with accessing your UTC email account, contact the Call Center at 423.425.4000.

Missed Papers, Tests, and Class

messaging, eating and so forth. All technological devices are prohibited in this classroom unless they are formally approved by the

SCHEDULE OF LECTURES, ASSIGNMENTS, AND EXAMS

All assigned readings must be completed before each class meeting.
Lecture outlines are available under “Course Materials” on Blackboard.
Bring assigned course readings for each day to class.

Week 1

Mon., Aug. 22: Introduction & Course Overview

Wed., Aug. 24: The Meaning of Freedom

Readings: *Give Me Liberty*, Ch. 15, p. 554-568; *Voices of Freedom*, Ch. 15, p. 7-14.

Fri., Aug. 26: The Radical Reconstruction and Its Overthrow

Readings: *Give Me Liberty*, Ch. 15, p. 568-591.

Week 2

Mon., Aug. 29: The Contested West

Readings: *Give Me Liberty*, Ch. 16, p. 592-616.

Wed., Aug. 31: America’s Gilded Age

Give Me Liberty, Ch. 16, p. 616-621; *Voices of Freedom*, Ch. 16, p. 28-31.

Fri., Sept. 2: Labor and the Republic

Readings: *Give Me Liberty*, Ch. 16, p. 621-637; *Voices of Freedom*, Ch. 16, p. 38-42.

Week 3

Mon., Sept. 5: NO CLASS—Labor Day

Wed., Sept. 7: The Populist Challenge

Readings: *Give Me Liberty*, Ch. 17, p. 637-648; *Voices of Freedom*, Ch. 17, p. 48-53.

Fri., Sept. 9: The Strange Career of Jim Crow

Readings: *Give Me Liberty*, Ch. 17, p. 648-659; *Voices of Freedom*, Ch. 17, p. 53-58.

Week 4

Mon., Sept. 12: A Nation of Immigrants

Readings: *Give Me Liberty*, Ch. 17+18, p. 659-664, 686-689; *Voices of Freedom*, Ch. 18, p. 73-77.

Wed., Sept. 14: The New Imperialism

Readings: *Give Me Liberty*, Ch. 17, p. 644-680; *Voices of Freedom*, Ch. 17, p. 68-72.

Fri., Sept. 16: The Rise of Progressivism

Readings: *Give Me Liberty*, Ch. 18, p. 681-706; *Voices of Freedom*, Ch. 18, p. 80-83.

Week 5

Mon., Sept. 19: Progressive Politics & Presidents

Readings: *Give Me Liberty*, Ch. 18, p. 707-724; *Voices of Freedom*, Ch. 18, p. 95-98.

Wed., Sept. 21: *The 1911 Triangle Shirtwaist Fire*

Fri., Sept. 23: Library Workshop (Meet at UTC Library, Room 321)

Week 6

Mon., Sept. 26: NO CLASS

Wed., Sept. 28: The U.S. in World War 1

Readings: *Give Me Liberty*, Ch. 19, p. 725-744; *Voices of Freedom*, Ch. 19, p. 100-104.

Fri., Sept. 30: Who Is an American & 1919

Readings: *Give Me Liberty*, Ch. 19, p. 744-767; *Voices of Freedom*, Ch. 19, p. 125-130.

Due 5pm: Historical Newspaper Article Assignment via SafeAssign on
Blackboard

Week 7

Mon., Oct. 3: Midterm Review Session

Wed., Oct. 5: Exam 1

Fri., Oct. 7: The Business of America

Readings: *Give Me Liberty*, Ch. 20, p. 768-797; *Voices of Freedom*, Ch. 19, p. 150-158.

Week 8

Mon., Oct. 10: The Great Depression Arrives

Readings: *Give Me Liberty*, Ch. 20, p. 798-806; *Voices of Freedom*, Ch. 20, p. 161-163.

Wed., Oct. 12: The New Deal

Readings: *Give Me Liberty*, Ch. 21, p. 807-834; *Voices of Freedom*, Ch. 21, p. 166-170.

Fri., Oct. 14: The Limits of Change

Readings: *Give Me Liberty*, Ch. 21, p. 834-849; *Voices of Freedom*, Ch. 21, p. 182-186.

Week 9

Mon., Oct. 17: NO CLASS—Fall Break

Wed., Oct. 19: Fighting World War II

Readings: *Give Me Liberty, Give Me Liberty*, Ch. 22, p. 850-861; *Voices of Freedom*, Ch. 22, p. 187-189.

Fri., Oct. 21: WWII at Home

Readings: *Give Me Liberty*, Ch. 22, 861-893; *Voices of Freedom*, Ch. 22, 187-189, 203-209.

Week 10

Mon., Oct. 24: Origins of the Cold War

Readings: *Give Me Liberty*, Ch. 23, 894-906; *Voices of Freedom*, Ch. 23, 213-216.

Wed., Oct. 26: Truman & Anticommunism

Readings: *Give Me Liberty*, Ch. 23, 906-928; *Voices of Freedom*, Ch. 23, 237-240.

Fri., Oct. 28: The Rise of the Golden Age

Readings: *Give Me Liberty*, Ch. 24, p. 929-957.

Week 11

Mon., Oct. 31: Coming Apart of Jim Crow

Readings: *Give Me Liberty*, Ch. 24, p. 957-971; *Voices of Freedom*, Ch. 24, p. 254-256.

Wed., Nov. 2: *The Murder of Emmett Till*

Fri., Nov. 4: The Kennedy Years

Readings: *Give Me Liberty*, Ch. 25, p. 972-981; *Voices of Freedom*, Ch. 25, p. 268-272.

Week 12

Mon., Nov. 7: LBJ's Great Society & the Changing Black Movement

Readings: *Give Me Liberty*, Ch. 25, p. 981-993; *Voices of Freedom*, Ch. 25, p. 278-282.

(Tue., Nov. 8: NO CLASS—Election Day)

Wed., Nov. 9: Vietnam & New Movements

Readings: *Give Me Liberty*, Ch. 25, p. 993-1019; *Voices of Freedom*, Ch. 25, 288-290.

Fri., Nov. 11: The Nixon Years

Readings: *Give Me Liberty*, Ch. 26, p. 1020-1033.

Week 13

Mon., Nov. 14: The End of the Golden Age

Readings: *Give Me Liberty*, Ch. 26, p. 1033-1040; *Voices of Freedom*, Ch. 26, 316-319.

Wed., Nov. 16: The Triumph of Conservatism

Readings: *Give Me Liberty*, Ch. 26, p. 1041-1060; *Voices of Freedom*, Ch. 26, p. 321-323.

Fri., Nov. 18: The Post-Cold War World

Readings: *Give Me Liberty*, Ch. 27, p. 1061-1081; *Voices of Freedom*, Ch. 27, p. 326-330.

Week 14

Mon., Nov. 21: The Culture Wars

Readings: *Give Me Liberty*, Ch. 27, p. 1081-1102; *Voices of Freedom*, Ch. 27, p. 324-326.

Wed. & Fri., Nov. 23-25: NO CLASS—Thanksgiving Break

Week 15

Mon., Nov. 28: Final Exam Review

Wed., Nov. 30: The War on Terror

Readings: *Give Me Liberty*, Ch. 28, p. 1103-1132; *Voices of Freedom*, Ch. 28, p. 344-347.

Fri., Dec. 2: The Obama Presidency

Readings: *Give Me Liberty*, Ch. 28, p. 1133-1145; *Voices of Freedom*, Ch. 28, p. 359-362.

Week 16

Mon., Dec. 5: Wrap-Up Summary

Wed., Dec. 7 (10:30a.m. - 12:30p.m., regular classroom): Exam 2

REVISED: 8.23.16
HISTORY 2100: RESEARCH AND WRITING IN HISTORY

Fall 2016

CRN 48310 TR 9:25-10:40 (Section 00)

Instructor: Dr. Michelle White, Department of History

Classroom: Brock 406

Office: Brock 203

Phone: 423-425-4570

E-mail: Michelle-White@utc.edu

Office Hours: Wednesday 9:00-12:00, or by appointment

Introduction: This course is designed to introduce you to the craft of historical research and writing. The skills it provides will help to prepare you for the study of history as a discipline; it will also help to prepare you for other situations at UTC and beyond, where critical analysis of material, constructing arguments, and understanding how to present your ideas credibly and effectively will prove invaluable. During the semester you will learn how to: evaluate primary and secondary materials; find and access sources online and in the UTC Library; and, use sources to develop and answer research questions. You will also present the results of your investigations in written and oral contexts by producing an academic, historical research paper as well as a PowerPoint presentation.

Catalog Description: Introduction to principles and practices of historical research and writing. Emphasizes research methods and techniques, analysis of source material, construction of historical arguments, and effective written presentation of material in multiple contexts. Prerequisite: Course meeting the Rhetoric and Composition I General Education requirement with a grade of “C” or better, or placement; or department head approval.

General Education Credit: By completing this course with a grade of “C” or better, you will receive credit for Rhetoric and Composition II.

Course Objectives:

- General Education course objectives for Rhetoric and Composition II:
 - Develop effective arguments for multiple audiences using appropriate rhetorical strategies and various types of evidence;
 - Develop a focused research question and identify research strategies for finding appropriate primary and secondary sources;
 - Understand and use several multi-subject databases to locate sources; evaluate sources for reliability and persuasive potential; understand and use other research methods where appropriate;
 - Effectively and ethically incorporate the words and ideas of others into their own historical writing;
 - Commonly use at least one common citation method;
 - Successfully complete several formal writing projects, including research driven arguments, using appropriate grammar, mechanics, formatting and tone.
- Additional objectives for HIST2100:
 - Understand the nature, uses and limitations of primary and secondary source material as historical evidence.
 - Appropriately employ the conventions of college-level historical writing.
 - Successfully construct, complete, and revise several formal writing projects.

Required materials: The following required texts are available at the UTC Bookstore:

- Gerald Graff, Cathy Berkenstein, and Russel Durst *They Say, I Say: The Moves that Matter in Academic Writing* (Norton, 2015)
- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 8th ed. (Bedford/St. Martin's, 2015).
- Jenny L. Presnell, *The Information-Literate Historian* (Oxford, 2013).

Additional course readings and materials will be available online or posted on UTC Learn, as indicated in the course schedule.

Here are three valuable online references you should consult:

- The Purdue OWL (all things writing-related): <http://owl.english.purdue.edu>
- Patrick Rael, "Reading, Writing and Researching for History: A Guide for College Students": <http://www.bowdoin.edu/writing-guides>
- William Cronon et al., "Learning to Do Historical Research": <http://www.williamcronon.net/researching/index.htm>

Schedule of topics and class meetings (subject to revision):

Homework assignments must be prepared in advance. Please come to class with written answers to the questions posed and be prepared to discuss your answers with the class. **Students who miss class on a day when homework is collected will not be given an opportunity to submit it late.**

- Tues 8.23 Introduction to the class and to me.
- Thurs 8.25 Introduction to historical thinking.
Readings:
 Rampolla, Preface and ch. 1; *They Say, I Say*, Prefaces (both) and Introduction; *The Information-Literate Historian*, Introduction and ch. 1.
HOMEWORK:
 Why study history? What do historians do? What is meant by the phrase "schools of history"? What are "methodologies of practice in history"? How does one formulate an effective (good) thesis statement?
- Tues 8.30 Historical writing and historical source materials
Readings:
They Say, I Say, ch. 1;
HOMEWORK:
 How does one distinguish between primary and secondary sources? Why is it important for historians, in their work, to acknowledge what "they say"? What is meant by "they say"? What is historiography? Exercise 1 on pp. 28-29.
- Thurs 09.01 **Library Workshop: Class meets in Library 204**
 Introduction to library databases and the stacks.
 In preparation for class read: *The Information-Literate Historian*, chs. 2-4.
In-class Exercise #1: 5%
- Tues 09.06 Evaluating source material - Overview
Reading: Rampolla, chs. 2-3; *Information-Literate Historian*, ch. 5
HOMEWORK: Find three published book reviews (in academic journals or academic-related websites) of one of the monographs you will use for your paper. According to the reviewers, what are some of the strengths and weaknesses of the book? Have the reviewers identified any biases with the monograph?

- Thurs 09.08 Devising a research/thesis question and participating in a historical conversation.
Readings: Rampolla, chs. 4 & 5; *Information-Literate Historian*, revisit pp. 13-14
In-class Exercise #2: 5%
- Tues 09.13 **Library Workshop: Class meets in Library 204**
 Building you bibliography with journal articles.
In-class exercise #3: 5%
- Thurs 09.15 **Library Workshop: Class meet in Library 204**
 Primary Sources, the Library, and the Internet
Readings: *Information-Literate Historian*, ch. 6 and look over ch. 7; Rampolla, revisit pp. 31-38.
In-class exercise #4: 5%
- Tues 09.20 **Out-class-exercise #1:** Come to class and be prepared to discuss the subject of your paper, your working thesis, one relevant secondary source, and one relevant primary source. Submit your one-page summary at the end of class. 5%
- Thurs 09.22 Historiography and Analysis, Part I – On UTC Learn
Reading:
 Thomas A. Fudge, “Traditions and Trajectories in the Historiography of European Witch Hunting,” *History Compass*, vol. 4, no. 3 (May 2006): 488-527.
HOMEWORK: Briefly, how have historians approached the subject of the rise and fall of witchcraft accusations during the early modern period? What kinds of explanations have been offered to help explain the European witchcraze? According to Fudge, “Since the 1960s, witchcraft historiography has been revolutionized.” How? Why? How has this subject been enhanced by feminist scholarship?
- Tues 09.27 European Witchcraze: Primary Source Analysis, Part I – On UTC Learn
 Excerpts from the *Malleus Maleficarum*
HOMEWORK: Provide a brief overview/background to this source. What kind of document is it? Who wrote it? When was it written? For what purpose was it written? Who was the intended audience? What are the three reasons listed in *Malleus Maleficarum* to help explain why there were more female witches than male witches?
- Thurs 09.29 Historiography and Analysis, Part II – On UTC Learn
Readings: Rampolla, pp. 39-41;
 Christopher Haigh, “The Recent Historiography of the English Reformation,” *The Historical Journal*, Vol. 25, No. 4 (Dec., 1982), pp. 995-1007
HOMEWORK:
 How have historical approaches to the subject of the English Reformation changed over time? How many different approaches does Haigh identify? Where does Haigh fit into the historiography?
- Tues 10.04 Primary Source Analysis, Part II – On UTC Learn
Reading: *A Glasse of the Truthe* (London, 1532)
HOMEWORK:
 Who is the author of this work? Why was this piece written? What main argument is the author making? How might historians use/reference this source? Do a “google” and a “google scholar” search of this source. How has this source been referenced in peer-reviewed works?

- Thurs 10.06 Constructing an argument; developing a thesis; and designing an outline.
Readings:
 Rampolla, revisit pp. 55-69; *They Say, I Say*, chs. 14-15 and pp. 234-253, “Are Too Many People Going to College?”
HOMEWORK: Answer questions 1-3 on p. 254 in *They Say, I Say*.
- Tues 10.11 **Out-of-class Exercise #2: Thesis and Outline: Thesis Statement and Paper Outline. Presented to the class and submitted at the end of class – 5%**
- Thurs 10.13 Actively reading secondary sources:
Reading:
They Say, I Say, pp. 226-232, “The New Liberal Arts” by Sanford J. Ungar
HOMEWORK:
 Answer questions 1-3 on p. 233 in *They Say, I Say*.
- Tues 10.18 FALL BREAK – NO CLASS
- Thurs 10.20 Reading Assignment and Thesis Exercise
Reading: David H. Freedman, “How Junk Food Can End Obesity,” in *They Say, I Say*, pp. 506-537.
HOMEWORK: Answer questions 1-4 on page 537 in *They Say, I Say*.
- Tues 10.25 **Library Workshop: Class meets in Library 205**
How to avoid plagiarism
HOMEWORK
 Quotation Exercise – Search the secondary sources you are using for your research paper and find three examples of when the author seamlessly incorporates the words/ideas of others. Write the examples verbatim and give full citations.
- Thurs 10.27 Taking Stock:
In-class informal discussion of paper progress AND Rough Draft Due (3 Pages) – 5%
- Tues 11.01 How to avoid plagiarism in your work. How to quote. How to cite.
Reading: Rampolla, chs. 6 and 7; *They Say, I Say* ch. 2-3.
HOMEWORK:
 Citation Exercise – In *They Say, I Say* read the paper “Family Guy and Freud” on pp. 159. Convert the MLA citations to Chicago style.
- Thurs 11.03 **Writing Center Visit:**
Visual Presentations: Powerpoints and Prezis
- Tues 11.08 Formulating informed opinions.
Reading: *They Say, I Say*, ch. 4; “Does Texting Affect Writing?” – pp. 261-370
HOMEWORK: Questions 1-5 on pp. 371-372 in *They Say, I Say*
- Thurs 11.10 “So What” exercise. Why is this important to study? Why is this topic worthy of historical inquiry?
Reading and HOMEWORK: Look over the essays in *They Say, I Say* as well as the sample paper in *The Information-Literate Historian* (pp. 308-321). From these find THREE examples where authors answer the “so what?” and “who cares?” questions. Write the excerpts verbatim.

Tues 11.15	Research Presentations, Part I
Thurs 11.17	Research Presentations, Part II
Tues 11.22	Research Presentations, Part III
Thurs 11.24	THANKSGIVING BREAK
Tues 11. 29	Research Presentations, Part IV

Thurs 12.01 Final Draft (6-8 pages) of Research Paper Due: 20%

Tues 12.06 READING DAY

Grading and Evaluation: Your grade in this course will be calculated as follows:

- | | |
|---|-------------|
| 1. In-class exercise #1 | 5% (09.01) |
| 2. In-class exercise #2 | 5% (09.08) |
| 3. In-class exercise #3 | 5% (09.13) |
| 4. In-class exercise #4 | 5% (09.15) |
| 5. Out-of-class exercise #1 | 5% (09.20) |
| 6. Out-of-class exercise #2 | 5% (10.11) |
| 7. 3-page rough draft due: | 5% (10.27) |
| 8. Research paper 6-8-page final draft: | 20% (12.01) |
| 9. Homework assignments: | 30% (TBD) |
- Collected on demand. SIX times throughout the semester, and at the beginning of class, I will collect your written answers to the questions assigned. Each collection is worth 5%.
Again, students who miss class on a day when homework is collected will not be given an opportunity to submit it late.
- | | |
|-------------------------------------|----------|
| 10. Presentation: | 5% (TBD) |
| 11. Attendance/class participation: | 10% |
- Students are required to attend all classes. For the course to be successful it is critical that you actively and enthusiastically participate in class discussions. You must come to class with your written answers to the questions assigned for that date and you must be prepared to discuss your answers and observations with the class. **Please be mindful there will be a 1% deduction for each absence.** In addition, **students who miss class will not be allowed to make up any in-class exercises or turn in late any in-class exercises.**

Grading Scheme:

- A: 90 or above
- B: 80-89
- C: 70-79
- D: 60-69
- F: below 60.

Important things to note re: grades and grading:

- There are no exams in this class. The written work you produce will be where you demonstrate your understanding and proficiency of the research and writing techniques we work on, and the in-class exercises are designed to help you achieve understanding and proficiency.
- You must complete all of the written assignments in order to pass the course.**

Class policies:

- **Policy on Plagiarism: Plagiarism will not be tolerated.** First offenses will receive a grade of 0 on the assignment in which it is detected; additional offenses will receive penalties including a grade of F in the course and/or referral to the UTC Honor Court. We will be discussing what plagiarism is and how to avoid it over the course of the semester.
- **Class exercises policy:** This course will include a number of short in-class exercises. Missed exercises cannot be made up.
- **Policy on tardiness:** If you cannot avoid coming late to class, be sure to do so quietly and unobtrusively, and observe what the class is doing before jumping in.
- **Policy on communication:** When I need to communicate with you outside of class time, I will use your mocs.utc.edu e-mail address. Please check this account regularly.
- **Policy on late work:**
 - In-class exercises cannot be submitted late for any reason.
 - Other written assignments can be turned in up to a week after they are due, but will accrue a cumulative deduction of 2 per cent per day late.

Important Campus Resources:

- **Writing and Communication Center:** The Writing and Communication Center provides support and assistance at all stages of the writing process, from brainstorming to revision. They are located in Library 327 and can be found online at <http://www.utc.edu/library/services/writing-and-communication-center/>, where you can schedule an appointment with a consultant.
- **UTC Library:** We will be meeting with a Reference Librarian several times during the semester; librarians are available to answer specific questions about your research process outside of class time as well. Contact the library at <http://www.utc.edu/library/help/index.php> to ask a question or set up an individual appointment.

HIST 2440-0, Fall 2016
Gilded Age to Jazz Age
CRN: 48097 (3 Credit Hours)
Tuesday/Thursday, 10:50 AM-12:05 PM, Brock Hall 202

Dr. William Kuby

Office: Brock Hall 408D

Office Hours: Tuesday/Thursday, 12:15-1:15 PM and by appointment

Phone: (423) 425-5314

Email: William-Kuby@utc.edu

Catalog Description: An exploration of American political, social, economic, and cultural life in the United States from the 1870s to the 1920s; topics include urban inequality, industrialization, mass immigration, Progressive reform, Jim Crow laws, and 1920s popular culture.

Required Texts

- Charles W. Calhoun (ed.), *The Gilded Age: Perspectives on the Origins of Modern America*—SECOND EDITION (Lanham, Md.: Rowman & Littlefield, 2007)
- William A. Link and Susannah J. Link (eds.), *The Gilded Age and Progressive Era: A Documentary Reader* (Malden, Mass.: Wiley-Blackwell, 2012)

Other Readings Available for Download on UTC Learn

COURSE OUTCOMES:

This course is certified as a General Education course fulfilling the **Fine Arts and Humanities Category: Historical Understanding**. Please consult with your advisor and check the specific requirements for your major to determine if this course is a good fit for your plan of study.

Upon completion of the required credit hours in this category, students will be able to:

- Describe the forms and limits of knowledge in the arts and the humanities.
- Identify the relationships among ideas, text, and artistic works and their cultural and historical contexts.
- Recognize and evaluate competing interpretations of texts broadly defined.
- Compare the differences and commonalities among the various disciplines in the Fine Arts and Humanities.
- Apply the techniques of interpretation and analysis characteristic of disciplines in the Fine Arts and Humanities to explore significant issues, texts, and artistic works.
- Communicate the results of their inquiries and analyses in writing.

Historical Understanding Subcategory Outcomes:

Upon completion of the required credit hours in this subcategory, students will be able to:

- Explain concepts such as cause and effect, change over time, context, and contingency.
- Explain the varieties of historical evidence and assess their strengths and limitations.
- Analyze and interpret primary and secondary source material, distinguish between them, and place them in context.
- Evaluate multiple perspectives that emerge from differing narratives and sources.
- Follow and construct logical and coherent historical arguments.
- Articulate the relationship between the past and the present.

ELEMENTS OF FINAL GRADE:

TWO Primary Source Analyses

In these short papers (2-3 pages) you will analyze one or two of the week's primary source readings (you will be provided with a list of acceptable documents well in advance of each due date). Your essay will interpret the meaning and significance of the source itself, and it will explain the ways in which the source might be used to better understand the past. Essays are due on September 20th and November 10th.

In-Class Midterm (October 6th) and **Final Exam** (December 13th)

Participation, Quizzes, and In-Class Assignments

I will be giving periodic quizzes to verify that students are doing the reading. These quizzes will be a major part of your participation grade. In-class assignments, primary source activities, and group work will also factor into this component of your grade. I do not allow students to make up quizzes—missing one should not have an impact on your final grade, but missing multiple quizzes could be detrimental.

Grading:

Assignment:	Percentage of Grade:
Primary Source Analysis #1 (Due 9/20)	20%
Primary Source Analysis #2 (Due 11/10)	20%
Midterm Exam (10/6)	25%
Final Exam (12/13)	25%
Participation and Quizzes	10%

Grades are based on a traditional scale, where A=90% and above, and F=59% and below. I do not offer extra credit opportunities.

TENTATIVE COURSE SCHEDULE:

(Please note that readings must be completed *before* each class)

Week 1: Introduction to the Course

Tues. 8/23, Welcome, Course Themes, Etc.

Thurs. 8/25, Why Study the Gilded Age and Progressive Era?

- **Reading:** *Gilded Age* Introduction (Charles Calhoun, pp. 1-9)
 - **Reading:** Link Reader, Introduction and Prelude (pp. 1-15)
-

Week 2: The South and the West after the Civil War

Tues. 8/30, Reconstruction, Redemption, and Its Aftermath

- **Reading:** *Shawn Leigh Alexander, "Introduction: Investigating Violence—White Supremacy and the Rise and Fall of Reconstruction" (Available on UTC Learn)
- **Reading:** Link Reader, Ch. 1 (pp. 19-33)

Thurs. 9/1, The West in the Late-19th Century

- **Reading:** Link Reader, Ch. 2 (pp. 34-50)

****NOTE: Sunday, 9/4 is the last day to drop a class before a W (withdrawal) is recorded**

Week 3: Industrialization and the Rise of Big Business

Tues. 9/6, The Growth of Modern Industry

- **Reading:** *Gilded Age*, Ch. 1 (Glenn Porter, pp. 11-27)

Thurs. 9/8, Broad Perspectives on Big Business

- **Reading:** Link Reader, Ch. 4 (pp. 67-97)
-

Week 4: Gilded Age Culture and (Conspicuous) Consumption

Tues. 9/13, Technology and the Rise of Consumer Society

- **Reading:** *Gilded Age*, Ch. 2 (W. Bernard Carlson, pp. 29-52)

Thurs. 9/15, Making Sense of Gilded Age Culture

- **Reading:** Link Reader, Ch. 5 (pp.98-119)
-

Week 5: Americans at Work

PRIMARY SOURCE ANALYSIS #1 IS DUE AT BEGINNING OF CLASS, 9/20

Tues. 9/20, Labor in the Gilded Age

- **Reading:** Link Reader, Ch. 6 (pp. 120-146)

Thurs. 9/22, Labor Unions and Protest

- **Reading:** *Gilded Age*, Ch. 3 (Eric Arnesen, pp. 53-73)
 - **Reading:** Link Reader, Ch. 10 (pp. 223-239)
-

Week 6: Immigrant Lives and the Bustling Metropolis

Tues. 9/27, The Immigrant Experience

- **Reading:** *Gilded Age*, Ch. 4 (Roger Daniels, pp. 75-99)
- **Reading:** Link Reader, Ch. 7 fragment (pp. 147-162)

Thurs. 9/29, An Urbanizing Nation

- **Reading:** *Gilded Age*, Ch. 5 (Robert G. Barrows, pp.101-118)
- **Reading:** Link Reader, Ch. 7 fragment (pp. 163-173)

Week 7: Gender and Industry

Tues. 10/4, A Deeper Look at Women's Roles in Industrial America
- **Reading:** *Gilded Age*, Ch. 6 (Stacy A. Cordery, pp. 119-141)

Thurs. 10/6, ***MIDTERM EXAM***

Week 8: The Birth of Jim Crow

Tues. 10/11, African American Lives during the Nadir
- **Reading:** *Gilded Age*, Ch. 7 (Leslie H. Fishel, Jr, pp. 143-165)

Thurs. 10/13, Lynch Law, *Plessy*, and Means of Resistance
- **Reading:** Link Reader, Ch. 9 (pp. 201-222)

Week 9: Native American Repression and Resistance

Tues. 10/18, ***NO CLASS, FALL BREAK***

Thurs. 10/20, Native Americans at the Turn of the Twentieth Century
- **Reading:** *Gilded Age*, Ch. 8 (Edmund J. Danziger, pp. 167-186)
- **Reading:** Link Reader, Ch. 3 (pp. 51-64)

****Note: Monday, 10/24 is the last day for official withdrawal from any class with a W.**

Week 10: Pop Culture and Populism

Tues. 10/25, Popular Culture, Leisure, and Race
- **Reading:** *Gilded Age*, Ch. 9 (Ellen M. Litwicki, pp. 187-209)
- **Reading:** *Watch Additional Film Clips (UTC Learn)

Thurs. 10/27, The Populist Revolt
- **Reading:** *Gilded Age*, Ch. 13 (Worth Robert Miller, pp. 283-305)
- **Reading:** Link Reader, Ch. 8 (pp. 177-200)

Week 11: American Empire

Tues. 11/1, U.S. Foreign Relations and Imperial Expansion
- **Reading:** *Gilded Age*, Ch. 14 (Joseph A. Fry, pp. 307-332)

Thurs. 11/3, Pro- and Anti-Imperialist Rhetoric
- **Reading:** Link Reader, Ch. 13 (pp. 293-305)

Week 12: Who Were the Progressives?

Tues. 11/8, Defining Progressivism

- **Reading:** *Vincent P. DeSantis, “The Great Reform Era” (UTC Learn)
- Please get an early start on the readings for next class. You will be glad you did.

PRIMARY SOURCE ANALYSIS #2 IS DUE AT THE BEGINNING OF CLASS, 11/10

Thurs. 11/10, Progressive Initiatives

- **Reading:** Link Reader, Ch. 11 (pp. 243-265)
 - **Reading:** Link Reader, selections from ch .12: (documents 3-5, pp. 278-290)
-

Week 13: The Great War

Tues. 11/15, The United States in World War I

- **Reading:** *Maureen Flanagan, “Domestic Troubles, Foreign Engagement” (UTC Learn)
- **Reading:** Link Reader, Ch. 14 (pp. 306-320)

Thurs. 11/17, Veterans’ Issues and the Borders of Sexual Identity

- **Reading:** *George Chauncey, “Christian Brotherhood or Sexual Perversion? Homosexual Identities and the Construction of Sexual Boundaries in the World War I Era” (UTC Learn)
 - **Reading:** *Ernest Hemingway, Soldier’s Home (UTC Learn)
-

Week 14: The Essence of the Jazz Age

Tues. 11/22, Industry, Consumption, and Culture in the 1920s

- **Reading:** *“The Jazz Age: Redefining the Nation, 1919-1929” (UTC Learn, or Read online: <http://cnx.org/contents/p7ovulk1@3.30:rGWW1Ja6@2/Introduction>)

Thurs. 11/24, **NO CLASS, HAPPY THANKSGIVING**

Week 15: Shifting Sexual and Racial Tides in the Roaring Twenties

Tues. 11/29, Flappers, New Women, and the 1920s Cultural Clashes

- **Reading:** *Gerald Leinwand, “Flappers, the ‘New Woman,’ and Changing Morality in the 1920s” (UTC Learn)
- **Reading:** *F. Scott Fitzgerald, “Bernice Bobs Her Hair” (UTC Learn)

Thurs. 12/1, Harlem in the Jazz Age

- **Reading:** *Alain Locke, “Enter the New Negro” (UTC Learn)
 - **Reading:** *Rufus Fisher, “The City of Refuge” (UTC Learn)
-

Reading Day: Tuesday, December 6th

Final Exam: Tuesday, December 13th, 10:30 AM-12:30 PM in Brock 202

ADDITIONAL CLASS POLICIES:

LATE ASSIGNMENT SUBMISSION/MAKE-UP POLICY: Assignments must be turned in at the beginning of class on the day they are due. I will deduct a partial letter grade (plus or minus) for a paper that is turned in after the first 10 minutes of class. I will deduct a full letter grade if the paper is turned in on the following day, and an additional letter grade for each subsequent weekday that the assignment is late.

COMMUNICATION: To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email on a regular basis. If you have problems with accessing your UTC email account, contact the Call Center at 425-4000.

ACCOMMODATION STATEMENT: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center.

COUNSELING CENTER STATEMENT: If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438.

HONOR CODE PLEDGE (from the UTC Student Handbook): “I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to insure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.”

PHONE/TEXTING: I do not want to see hear cell phones during class sessions, so remember to turn them off before you come into class. But even more than that, I do not want to SEE you making use of your phones during the class (this includes phones that are strategically placed under the table for texting). Show respect to me and to your classmates by putting phones away.

WRITING RESOURCES: The Writing & Communication Center, located on the third floor of the library in room 327, offers UTC students FREE help with papers, presentations, and speeches, for any class, at any stage of the writing process. The center, staffed by friendly, trained peer consultants, can help students brainstorm, outline, organize ideas, develop arguments, use correct citations, practice speeches or presentations, and identify grammatical/mechanical errors. Walk-ins are welcome, but for a guaranteed consultation, make an appointment online: <https://utc.mywconline.com/>

HIST 2210: Medieval Europe, 300-1500 C.E.

COURSE DETAILS:

HIST 2210, section 0

CRN: 48095, 3 credit hours

MW 2:00-3:15 pm, Brock Hall 202

HIST 2210, section 01

CRN: 48096, 3 credit hours

MW 3:25-4:40 pm, Brock Hall 405

PREREQUISITES AND COREQUISITES: ENGL 1010, or ENGL 1011, or ENGL 1020, or HIST 2100, or UHON 1010

INSTRUCTOR INFORMATION:

Dr. Kira Robison

408 Brock Hall

423-425-4827

kira-robison@utc.edu

OFFICE HOURS: MTW 1:00-2:00 pm and by appointment.

If you cannot come to office hours, email or speak to me and we can set up a time. I prefer to be contacted by email.

COURSE DESCRIPTION: This course covers the history of the medieval period from the transformation of the Roman era through the end of the fifteenth century. This class will focus on themes like religious growth and change, the development of medieval social structures and institutions, and cultural interactions between Europe and its neighbors. History is often considered to be the investigation of change over time, but such change cannot occur without the people and ideas to make it happen. Students will be exposed to these forces of change through the primary source readings that reveal the lives, opinions, and attitudes of historical figures in their own words. Through this process, we will do the work of historians. We will examine the available evidence and use it to interpret the past. We will consider the potential of different types of evidence, as well as the problems that different genres entail.

COURSE OUTCOMES: The main goals of this course are:

- To introduce students to the main contours of medieval Europe. Students will be able to identify the major issues, events, and ideas during this period, as well as to explain some of the important lenses through which scholars have approached the study of the Middle Ages.
- This course is certified as a General Education course, fulfilling **Historical Understanding**. Please consult with your advisor and check the specific requirements for your major to determine if this course is a good fit for your plan of study.
 - Explain concepts such as cause and effect, change over time, context, and contingency.
 - Explain the varieties of historical evidence and assess their strengths and limitations.
 - Analyze and interpret primary and secondary source material, distinguish between them, and place them in context.
 - Evaluate multiple perspectives that emerge from differing narratives and sources.
 - Follow and construct logical and coherent historical arguments.
 - Articulate the relationship between the past and the present.

COURSE FORMAT: This class will be presented in a combination of lecture with PowerPoint slides, small and large group discussion, and writing (both in-class and as formal take home, word-processed, papers). I will post the PowerPoints on Blackboard, but be advised that these are only *guidelines* for what we talk about in class. Also, I do not lecture from the textbook—it is assigned to give you a fuller picture of the Middle Ages since we cannot explore everything in one semester.

COURSE EXPECTATIONS: PARTICIPATION AND DAILY WORK

In order to most fully benefit from this class:

- **Prepare!** I expect you to come prepared—this means doing all the reading before class and thinking about the relationship between the readings and the daily topic. Please bring the readings with you to class, in whatever format necessary. Be aware that the study of history often involves a great deal of reading; you should be mentally prepared for the work this entails: accurately learning any unfamiliar names and terms, the geography of the regions studied, exact or approximate dates (as appropriate), time periods, individuals, etc.
- **Participate!** Adequate participation in the class does not just mean doing the reading. It also means preparing for discussion, showing up on time, paying attention, and taking good notes. Turn off the cell phones, unplug the headphones; be here mentally. Laptops are permitted but be warned, contrary to popular belief it is fairly easy to tell when you are *not* taking notes—so no web surfing or your grade will reflect it. You may earn a successful participation grade by engaging actively in small and large group discussions, asking questions in class, and contributing effectively to class activities.
- **Attend!** You can't participate if you're not here. There are a number of participation assignments throughout the semester; if you are absent on that day, they cannot be made up. Please be aware that more than 2 absences will likely effect your overall performance negatively. If you leave early or arrive late, *please* make every possible effort to insure that your arrival or departure is not disruptive to the class. If you wish to have an absence excused, you must provide appropriate documentation (like a doctor's note). You are responsible for finding out the material you missed.
- **Respect!** Students should be open to and respectful of other students' views. Discussions should be kept relevant to the course material and issues at hand; they should NOT include personally directed comments or attacks, use of negative stereotypes, or broad generalizations about groups of people. Inappropriate use of language, including but not limited to name-calling, racial/ethnic/sexual/religious prejudice, and offensive use of slang or body language will not be tolerated! Students who disrupt the safe space of the classroom will receive a one-on-one warning, loss of participation points, and dismissal from class for repeat incidents. Also, use of tobacco is prohibited. This includes (but is not limited to) cigars/cigarillos/cigarettes (&c), vaping/nicotine-free cigs (&c), chew (and spit cups/cans/bottles, &c).

COURSE EXPECTATIONS: WRITING

- **Quality:** Papers should demonstrate an original and focused engagement with the questions, themes, and texts specified by the assignment.
- **Format:** Assignments are expected to meet all specifications upon submission, as laid out on the assignment sheet. Failure to meet length requirements or use of formatting

techniques to lengthen or shorten papers, inappropriate use of quotations, and/or not addressing all objectives of a question will result in significant grading penalties. Websites such as *Wikipedia*, online study guides, personal webpages, and commercial sites advertising products are almost never appropriate!

ACADEMIC DISHONESTY: You are responsible for knowing, understanding, and abiding by UTC's policies regarding student misconduct. These policies may be found in the [UTC Student Handbook](#). **I assume your presence in this class is your agreement with UTC's Honor Code Pledge**, as follows (from the Student Handbook):

- "I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity."
- What is "unauthorized aid" or cheating? Cheating may be defined as obtaining (or attempting to obtain) or providing unauthorized assistance on an assessment. Cheating includes, but is not limited to: lying; copying from another student's paper, or allowing another student to copy your paper; bringing unauthorized aids ("cheat sheets" and notes of any kind—written or electronic) to a quiz, test, or exam; discussing questions or answers from an assessment, or possessing copies of an assessment, *at any time* without permission from the instructor.
- What is plagiarism? Plagiarism may be defined for the purposes of this class as a deliberate effort to cheat or fool the reader or as accidental through a lack of understanding what constitutes proper citation and acknowledgement of ideas. In either case, it is unacceptable, as both constitute *theft* of someone else's ideas and *fraud* (passing them off as your own). All major written assignments will be submitted via Blackboard's text-matching software (SafeAssign) for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTC Student Handbook.

COURSE POLICIES:

- **Late Assignments:** Late assignments will be marked down three (3) points every day they are late. You have a 14-day window in which to submit late assignments—any later and they will not be accepted. I consider weekends inclusive in this policy since major assignments are due through Blackboard.
- **Scheduled Absences:** Athletes, musicians, and military personnel, it is your responsibility to let me know schedules and any pertinent information at the beginning of the semester.
- **Make-up quizzes and class work:** Make-ups will only be permitted for documented, university-approved absences. If you fail to make your rescheduled appointment, you will not be allowed to reschedule again.
- **Communication:** I will not accept assignments over email unless you have talked to me prior to submission. I consider email correspondence as a valid record of communication between us, but do not rest easy until you receive a reply from me—please allow a 24-hour turn around period. *All email exchanges regarding class will go through your UTC email account.* This is a university-wide policy. Please check your UTC email on a

regular basis, at least every other day. If you have problems with accessing your UTC email account, contact the Call Center at 423-425-4000.

- **UTC Learn/Blackboard:** For all assignments submitted through Blackboard, make sure you save any and all submission notifications, even if you have to take a screenshot. These are your receipts; you cannot prove you turned an assignment in without them. If you have difficulty with submissions, try a different computer or web browser. It is your responsibility to make sure your assignments are submitted on time. Assignments should be submitted in a PC compatible format (e.g., Word or pdf) only!
- **Accommodation:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 108 University Center.
- **Overwhelmed?** If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 423-425-4438.

TEXTBOOKS:

- **Required:**
 - *The Worlds of Medieval Europe*, third edition, Clifford Backman, Oxford University Press, 2015.
 - Hereafter *Worlds*
 - *A Medieval Omnibus*, Clifford Backman, Oxford University Press, 2015.
 - Hereafter *Omnibus*
 - These are bundled together at the bookstore but are available separately at online retailers.
- **Readings on Web or UTC Learn/Blackboard:**
 - Some of the readings for this class are kept in internet sourcebooks. Others can be found by week on UTC Learn/Blackboard and are marked with (Bb). You should be able to login through <http://www.utc.edu/learn>.

GRADING: Grades are not given by me, but *earned* by you—it is not a negotiation. Grades reflect successful mastery of the course material, not effort, and take into consideration only work that has been submitted *during* the term. Even if you work hard and turn everything in, it is possible that you will not earn an “A”. If you have a question about a grade on a particular assignment, I am happy to speak with you 24 hours after you received the work in question back—you must make an appointment to come see me and have a clear petition.

- **Extra Credit:** There is none. Please do not ask me to “bump up” your grade, or tell me that your scholarship is in jeopardy. Everyone gets an equal chance to do their best in this class—it is up to you if take this opportunity or not.
- **Rounding the Final Grade:** Rounding to a higher grade will only occur if your attendance and participation show continuous engagement with the course, and/or drastic improvement over the semester. This is not a given.
- **The Final:** is not exempt. If you choose not to take it, you do not get those points.

GRADING BREAKDOWN:

A	1000-900 pts	Superior Achievement
B	899-800 pts	Above Average Achievement
C	799-700 pts	Average Achievement
D	699-600 pts	Passing Work
F	599 pts or below	Failing Work

I: Incomplete, assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g. hospitalization) a student is prevented from completing the work of the course on time. I require a signed, written agreement between instructor and student, so you must meet with me before the end of the semester.

ASSIGNMENTS: OVERVIEW (TOTAL: 1000 POINTS)

- Writing
 - Source Critique 200 pts
 - Writing Process 200 pts
- Quizzes and Analyses
 - 3 Quizzes 150 pts (50 pts each)
 - 2 In-class Analyses [ICAs] 200 pts (100 pts each)
 - 1 Final Analysis 150 pts
- Participation 100 pts
 - In-class workshops on historical reading and writing
 - A number of *randomly* distributed discussion assignments, in class
 - Also includes considerations such as pop quizzes, attendance blitzes, and other in-class assignments

ASSIGNMENTS: DETAILS

- Source Critique
 - The purpose of this project is to allow you to act as a historian, confront a primary document yourself, and come to some conclusions based on the document. The instructions for this will be provided later in the semester.
- Writing Process Assignment:
 - This is not a full paper. Rather, it is an activity in which you will develop an argument and support as the building blocks for a typical paper. This will teach you the core principles of writing in history, as well as hone your analytical skills. This will combine the work we've done in the in-class assignments and the source analysis. The prompts for this paper will be provided later in the semester.
- Quizzes:
 - There are three (3) quizzes in this class. The format will be a map quiz, in which you will identify cities, provinces, natural formations, etc. on a map. A study guide will be given a week before the quiz. All quizzes take place at the start of class.
- ICAs and Final Analysis:
 - There are no "exams" in this class. The word "exam" suggests cramming a bunch of facts, regurgitating them on the test, and forgetting them immediately after. Instead, this class focuses on the skills of evaluation and analysis, thinking and reading critically, expressing ideas clearly, and arguing persuasively from evidence. These skills must be practiced. As such, instead of "exams", there will

be a series of closed book analyses—two (2) in-class and one (1) during exam week. These analyses will include investigation of geographical, visual, and written elements. They will contextualize recent information from class and will require you to write a cogent response to prompted questions.

- Best practice would suggest good attendance and attentiveness over the course of the semester. If you must miss a class, be sure to get the notes from a trusted classmate

SCHEDULE: This course syllabus provides a general plan for the course; deviations may be necessary.

WEEK 1 (8/22-8/24)

- Introduction to the course and expectations
 - For background, *Worlds*, ch. 1 “The Roman World at its Height”
- Rome and Christianity
 - Have read:
 - *Worlds*, ch. 2 “The Rise of Christianity”
 - *Omnibus*, 2.1, 2.3 (“Trajan” only), 2.6, 2.7

WEEK 2 (8/29-8/31)

- The Heirs of Rome
 - Germanic Europe
 - Have read: *Worlds*, ch. 3 “Early Germanic Society”
 - *Omnibus*, 3.1, 3.2 (“To Mamertus” only), 3.3
- **W, 8/31: Map Quiz #1**
 - “Roman” Byzantium
 - Have read: *Worlds*, ch. 5 “The Emergence of Medieval Worlds”, pp. 121-132
 - *Omnibus*, 5.4

9/4: LAST DROP DAY

WEEK 3 (9/5-9/7)

- **M 9/5, LABOR DAY, NO CLASS**
- The Heirs of Rome, cont.
 - Islam
 - Have read: *Worlds*, ch. 5 “The Emergence of Medieval Worlds,” pp. 133-143
 - *Omnibus*, 5.5, 5.6, 5.7, 5.8, 5.9

WEEK 4 (9/12-9/14)

- Devotion to God
 - Monasticism
 - Have read: *Worlds*, ch. 4 “Cloister and Culture”
 - *Omnibus*, 4.2 (Benedict only), 4.3, 4.4

- Christianizing Europe
 - Have read: Worlds, ch. 5 “The Emergence of Medieval Worlds,” pp. 112-121
 - Omnibus, 5.1, 5.2, 5.3

WEEK 5 (9/19-9/21)

- Carolingian Europe and Charlemagne
 - Have read: Worlds, ch. 6 “The Carolingian Era”
 - Omnibus, 6.2, 6.3
- **W, 9/21: ICA #1**

WEEK 6 (9/26-9/28)

- Europe Within and Without
 - Invasions!
 - Have read: Worlds, ch. 7 “The Time of Troubles”
 - Omnibus, 7.1, 7.3
 - “Three Sources on the Ravages of the Northmen”
 - <http://www.fordham.edu/Halsall/source/843bertin.asp>
 -
 - Connections
 - Have read: Worlds, ch 8 “Revolutions on Land and Sea”
 - “Conquest of Egypt”
 - <http://www.fordham.edu/halsall/source/642Egypt-conq2.asp>

WEEK 7 (10/3-10/5)

- The F-word?
 - Have read: Worlds, ch. 9 “A New Europe Emerges”
 - Omnibus, 9.1, 9.2, 9.4, 9.5
- **W, 10/5: Source Critique Due**
- The Two Swords
 - Have read: Worlds, ch 10, “The Reform of the Church,” pp. 284-297
 - Worlds, ch. 12 “The Papal Monarchy,” pp. 357-372
 - Omnibus, 6.1, 10.2 (the rest)
 - “Dictatus Papae” (Bb)
 - “Concordat of Worms” (Bb)

WEEK 8 (10/10-10/12)

- Christendom and the East
 - Have read: Worlds, ch. 10 “The Reform of the Church, pp. 297-310
 - Omnibus, 10.2 (Call to Crusade only), 10.4, 10.5
- **W, 10/12: Map Quiz #2**
- Knighthood in the Mediterranean
 - Have read: “Rules and Statutes of the Teutonic Knights,” (Bb)
 - Usmah Ibn Munqidh, *Autobiography* (Bb)

WEEK 9 (10/17-10/19)

- **M 10/17, FALL BREAK, NO CLASS**
- European Statecraft
 - Have read: Worlds, ch. 13 “Politics in the Thirteenth Century”
 - Omnibus, 13.1, 13.2, 13.3

OCT. 24, LAST DAY FOR WITHDRAWAL

WEEK 10 (10/24-10/26)

- A World of Light
 - Renaissances
 - Have read: Worlds, ch. 11 “The Renaissances of the Twelfth Century”
 - Omnibus, 11 (all but 11.5)
 - Art, Architecture, and Music
 - Have read: Worlds, ch. 14 “Art and Intellect in the Thirteenth Century”
 - Omnibus, 14.1, 14.2

WEEK 11 (10/31-11/2)

- Women in Medieval Europe
 - Have read: Worlds, ch. 15 “Daily Life at the Medieval Zenith”
 - Omnibus, 11.5, 14.3, 14.4, 14.5
- **W, 11/2: ICA #2**

WEEK 12 (11/7-11/14)

- Us and Them
 - Heresy!
 - Have read: Worlds, ch. 10, “The Reform of the Church, pp. 310-316
 - Worlds, ch. 12 “The Papal Monarchy,” pp. 372-385
 - Omnibus, 12.1, 12.2, 12.6 (to division p. 165)
 - The Mongols
 - Have read: Worlds, ch. 13, “Politics in the Thirteenth Century,” pp. 415-419
 - Omnibus, 13.4, 13.5
 - William of Rubruk, “Möngke Khan's Letter to the French,” (Bb)
 - Ibn al-Athir, “On the Tatars”
 - <http://sourcebooks.fordham.edu/halsall/source/1220al-Athir-mongols.asp>

WEEK 13 (11/14-11/16)

- The Four Horsemen
 - Have read: Worlds, ch. 17 “The Crises of the Fourteenth Century”
 - Omnibus, 17 (all)
- **W, 11/16: Writing Process Due**

WEEK 14 (11/21-11/23)

- A Post-Plague Worldview
 - Have read: Worlds, ch. 18 “Signs of a New Era”
 - Omnibus, 18.5
- **W 11/23-F 11/25, THANKSGIVING HOLIDAY, NO CLASS**

WEEK 15 (11/28-11/30)

- Something Old, Something New
 - Italian Renaissance
 - Have read: Worlds, ch. 20 “The Renaissance in Medieval Context”
 - Omnibus, 20.1
- **W, 11/30: Map Quiz #3**
 - The Age of Exploration
 - Have read: Worlds, ch. 19 “Closings In, Closings Out”
 - “Marco Polo’s Travels” (Bb)
 - “Columbus’ Letters” (Bb)

WEEK 16 (4/20)

- **Administrative Day**: Reserved for make-up classes and/or other administrative business

FINAL ANALYSIS (during Final Exam period, same classroom)

- Section 0 (2:00-3:15): Monday, December 12: 1-3 pm
- Section 01(3:25-4:40): Monday, December 12: 3:30-5:30 pm

HIST3920, Section 48316
The United States and the Cold War
Wednesdays, 2:30-5:00pm, Brock Hall 206
Fall 2016
3 Credit Hours

Dr. Susan Eckelmann

Office Hours: Mondays, 9:30-11:00am and 2:30-3:30pm, and by appointment

Office: Bock Hall, Room 302B

E-Mail: Susan-Eckelmann@utc.edu

I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures.

- Harry S. Truman, Mar. 12, 1947

“We are not going to send American boys nine or ten thousand miles away from home to do what Asian boys ought to be doing for themselves.”

- Lyndon B. Johnson, October 21, 1964

“I can no longer sit back and allow Communist infiltration, Communist indoctrination, Communist subversion, and the international Communist conspiracy to sap and impurify all of our precious bodily fluids.”

- *Dr. Strangelove*, 1964

“Mr. Gorbachev, open this gate! Mr. Gorbachev, tear down this wall!”

- Ronald Reagan, June 12, 1987

Course Summary

What was—or is—the Cold War? It is defined by the nearly fifty-year standoff between two competing superpowers: the United States and the Soviet Union. Some see the Cold War as an ideological clash between freedom and totalitarianism, while others characterize it as an economic conflict between capitalism and state control. This course will move forward chronologically, covering many of the key historical developments and moments in the Cold War such as the Cuban missile crisis, the Vietnam War, and Détente. At the same time, we will consider such themes in Cold War history as cultural diplomacy, sex and gender, and civil rights. We will also explore some of the major debates surrounding the Cold War, including how and why it started, how it influenced U.S. foreign policy toward Third World countries, and how it played out within the United States.

Course Objectives

The objectives of the course are geared toward both **content and skills**. In terms of the **content**, students will gain knowledge of the following topics:

- Interpret the history of key cultural, political, and economic developments in the Cold War.
- Define and distinguish among key concepts of Cold War history, politics, and culture.

- Identify major controversies in Cold War historiography and explain why they persist.

In terms of **skills**, the course content and assignments are designed to develop the following abilities:

- To research and identify primary source materials
- To read critically, to analyze, and synthesize a variety of sources, including primary and secondary materials
- To clearly convey analysis and argument in writing.

Behavior & Academic Misconduct

I encourage you to ask questions during lectures and engage freely in class discussion. **The open and effective exchange of ideas depends on an atmosphere of tolerance and respect.** You should feel free to disagree but not to deride or condemn anyone in class. No distracting, disrespectful, or disruptive behavior is allowed. **Do not engage in private conversations, newspaper reading, messaging, eating and so forth. All cell phones must be turned off and remain off students' desk throughout the class. Electronic devices, except those for note taking, must be turned off during class.**

If you have questions or concerns about aspects of the syllabus, assignments, or conduct in the class, please speak with me.

Academic misconduct and dishonesty, such as **plagiarism**, are serious offenses and will be penalized. For details on the honor court process, see <http://www.utc.edu/dean-students/conduct/integrity.php>.

Submission Guidelines

All assignments in this class must be submitted to UTC Learn (Blackboard) text-matching software (SafeAssign) for review and to analyze for originality and intellectual integrity:

By submitting your written work online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTC Student Handbook.

Disabilities

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall.

Counseling Center

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438.

Communication

Typically, I will respond to student email messages within 24 hours. General announcements will be sent via Blackboard. Please check your UTC email and all announcements posted on

Blackboard on a regular basis for additional reminders. If you have problems with accessing your UTC email account, contact the Call Center at 423/425-4000.

Email correspondence should be professional and concise. Please include formal address, the main intent of your email, your full name.

Attendance, Punctuality, and Policy on Extensions

Your course grade is dependent on regular attendance and spirited participation. No unannounced and unexcused absences are accepted. **You must present medical documentation when missing class within 7 days.** Tardiness to and early departure from class early will negatively affect your final grade. I will grant extensions for assignments only under extenuating circumstances.

Required Readings

Available at the UTC bookstore or amazon.

- Penny Van Eschen, *Satchmo Blows Up the World: Jazz Ambassadors Play the Cold War*. Cambridge, Mass.: Harvard University Press, 2006.
- Mary Dudziak, *Cold War Civil Rights: Race and the Image of American Democracy*. Princeton: Princeton University Press, 2000.

All other readings will be available electronically on Blackboard.

- Martin Klimke, *The Other Alliance: Student Protest in West Germany and the United States in the Global Sixties*. Princeton: Princeton University Press, 2010. **(Optional)**
- Robert J. McMahon, *The Cold War: A Very Short Introduction*. Oxford, U.K.: Oxford University Press, 2003. **(Recommended)**
- Jules R. Benjamin, *A Student's Guide to History*. Boston: Bedford/St. Martin's, 2016. **(Recommended)**

Important: All readings assigned for each class meeting must be completed PRIOR to the session. Please bring assigned readings to class; failure to do so will result in a lower participation grade.

Museum Session

This course includes a class session at the Hunter Museum of American Art, located at 10 Bluff View in downtown Chattanooga (<http://www.huntermuseum.org/memberships/>). All students are required to purchase an annual student membership (\$15) prior to this visit on **Wednesday, Oct. 5**. The benefits of membership include unlimited admission for one year, discounts at local merchants, and invitations to special museum events. **To allow for sufficient travel time between campus and the museum, this class session will begin 15 minutes after (2:45pm) and end at least 10 minutes before (4:50pm) our regularly scheduled meeting time.**

Assignment Overview and Percentages

✓ Active In-Class Participation & Attendance (20%)

Active participation entails having completed all readings prior to class, engaging thoughtfully and critically with the assigned materials, and bringing all readings as well as your written notes to class.

Unless you can provide medical documentation for a missed class, absences will result in a lower grade. Missing more than three session, students will automatically receive a failing grade for participation.

Using technology beyond the need to jot down notes or access electronic copies of assigned reading materials, any type of texting, playing on social media, and the use headphones in class will result in a lower participation grade.

✓ **Journal Entries & Unannounced In-Class Responses (25%)**

Each week, every student is expected to bring to class and submit a one-page, single-spaced journal response (hand-written or typed), which answers these following questions:

1. What **issues and/or themes** do this week's reading(s) raise?
2. What kinds of evidence do these author(s) use to persuade their audience? Are their arguments convincing?
3. How does the reading material relate to previous themes discussed in the course?

In addition, over the course of the semester, students will also produce **short** in-class responses to one or two specific thematic questions that engage the readings assigned for the day. These in-class assignments will not be announced in advance.

Students can only make up the assignment within a week after having provided appropriate documentation that proves the reason for the missed absence.

✓ **Book Review (15%)**

To pass this course, you are expected to submit one original book review of Penny Van Eschen, *Satchma Blows Up the World* **OR** Mary Dudziak, *Cold War Civil Rights*.

This review should be **2-3 typed pages** and double-spaced. It should **not be a summary but the critical analysis** of the book's strengths and weaknesses, the author's arguments and conclusions, point of view, writing style, and use of sources. It should also integrate a discussion of the book's impact on Cold War scholarship, what historians refer to as historiography.

Each review must follow the style and format of those found in the *Journal of American History*, *American Historical Review*, *Journal of African American History*, or *Journal of Southern History*. (Please see samples and specific guidelines on Blackboard).

Book Review Due: Oct. 21, 2016, 5pm via SafeAssign on Blackboard.

✓ **Oral History Interview & Report (15%)**

Each student is expected to conduct a one-hour oral history interview with a person who experienced the Cold War era. You are expected to write a one-page single-spaced summary about how the interviewee's recollections reflect the themes and concepts discussed in this class. Additionally, you may also submit the full transcript of the interview.

✓ **Research Paper (25%)**

This **5 to 6-page final version of your research** paper asks you to present a soundly argued analysis and synthesis of **2-4 original primary sources**, well-organized, clearly written, and polished prose,

and a sophisticated historiographical discussion addressing a theme focused on the U.S. and the Cold War.

Final Research Paper Due: Dec. 7, 5pm via SafeAssign on Blackboard.

****To receive a passing grade in this course, you have to submit each of the above listed assignments.****

Important Reminder:

To receive a passing grade in this class, students are required to complete all written components of the course and must actively attend all 2.5-hour class sessions. For details, review assignment and attendance policies on p. 3 of the syllabus.

Weekly Course Schedule

Week 1, Wed., Aug. 24:

Topics: Introductions | Course Overview

Week 2, Wed., Aug. 31:

Topics: The Seeds of Conflict

Readings:

- Frank Costigliola, “‘Unceasing Pressure for Penetration’: Gender, Pathology, and Emotion in George Kennan’s Formation of the Cold War,” *Journal of American History*, 83 (March 1997), 1309-1339.
- Melvyn P. Leffler, “The American Conception of National Security and the Beginnings of the Cold War, 1945-1948,” *American Historical Review*, 89 (April 1984), 346-400. **OR** Geir Lundestad, “Empire by Invitation? The United States and Western Europe, 1945-1952,” *Journal of Peace Research*, 23 (Sept. 1986), 263-277.
- Toby C. Rider, “A Campaign of Truth: The State Department, Propaganda, and the Olympic Games, 1950–1952,” *Journal of Cold War Studies*, Vol. 18, No. 2 (Spring 2016): 4–27.
- Selections in Michael H. Hunt, eds., *The World Transformed: 1945 to the Present* (New York: Oxford University Press, 2011), 40-42, 58-63.
- Kennan, “Long Telegram,” 1946.
- The Truman Doctrine, March 1947.
- The Marshall Plan, June 1947.

Week 3, Wed., Sept. 7:

Topics: The Cold War in East Asia

Readings:

- John Lewis Gaddis, “Cold War Empires: Asia” in Gaddis, *We Now Know: Rethinking Cold War History* (Oxford: Oxford University Press, 1998), 54-84.
- Acheson on the Communist Triumph in China, July 1949.
- Acheson on the American Defense Perimeter in Asia, January 1950.
- NSC-68: American Cold War Strategy, 1950.
- The Korean War, 1950-53.

Week 4, Wed., Sept. 14:

Topics: The Anticommunist Crusade & McCarthyism

Readings:

- Stephen J. Whitfield, "Seeing Red: The Stigma" in Whitfield, *The Culture of the Cold War* (Baltimore and London: The Johns Hopkins University Press, 1991), 27-52.
- Ellen Schrecker, "Before the Rosenbergs: Espionage Scenarios in the Early Cold War," in Marjorie Garber and Rebecca L. Walkowitz, eds., *Secret Agents: The Rosenberg Case, McCarthyism, and Fifties America* (New York: Routledge, 1995), 127-141.
- Ellen D. Wu, "America's Chinese": Anti-Communism, Citizenship, and Cultural Diplomacy during the Cold War, *Pacific Historical Review*, Vol. 77, No. 3 (August 2008), pp. 391-422.
- "The Anticommunist Crusade," in Allan M. Winkler, ed. *The Cold War: A History in Documents* (New York: Oxford University Press, 2011), 37-57.

Week 5, Wed., Sept. 21:

Topics: *The Manchurian Candidate* (Dir. John Frankenheimer, 1962)

Readings:

- Stephen J. Whitfield, Chapter 6: "Reeling: The Politics of Film," in *The Culture of the Cold War* (Baltimore and London: The Johns Hopkins University Press, 1991), 127-152.

Week 6, Wed., Sept. 28:

Topics: To the Brink: Superpower & Crises

Readings:

- Gaddis, "Nuclear Weapons and the Escalation of the Cold War" in Gaddis, *We Now Know: Rethinking Cold War History* (Oxford: Oxford University Press, 1998), 221-259.
- David G. Coleman, "Eisenhower and the Berlin Problem, 1953-1954," *Journal of Cold War Studies*, Vol. 2, No. 1 (Winter 2000), 3-34. **OR** James G Hershberg, "The United States, Brazil, and the Cuban Missile Crisis, 1962," *Journal of Cold War Studies*, Vol. 6, No. 2 (Spring 2004), 3-20.
- Frank Costigliola, "Kennedy, the European Allies, and the Failure to Consult," *Political Science Quarterly*, 110 (Spring 1995), 105-123. **OR** Joseph M. Turrini, "It Was Communism Versus the Free World': The USA-USSR Dual Track Meet Series and the Development of Track and Field in the United States, 1958-1985," *Journal of Sport History*, 28 (Fall 2001), 427-471.
- "To the Brink," Allan M. Winkler, ed. *The Cold War: A History in Documents* (New York: Oxford University Press, 2011), 63-88.

Week 7, Wed., Oct. 5:

Topics: *Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb* (Stanley Kubrick, 1964)

Week 8, Wed., Oct. 12:

Topic: The "Kitchen Debate" and Cold War Propaganda | Hunter Museum Visit

Readings:

- Selections in Sarah T. Phillips and Shane Hamilton, eds., *Kitchen Debate and Cold War Consumer Politics* (Bedford/St. Martin's; 1 edition, 2016), 2-11, 33-74.

Week 9, Wed., Oct. 19:

Topics: Cold War Civil Rights

Readings:

- Penny Van Eschen, *Satchma Blows Up the World* **or** Mary Dudziak, *Cold War Civil Rights*.

Book Review Due: Oct. 21, 2016, 5pm via SafeAssign on Blackboard.

Week 10, Wed., Oct. 26:

Topics: Sex, Gender, and the Cold War | Research Workshop at UTC Library, Room 204

Readings:

- K. A. Courdileone, “‘Politics in an Age of Anxiety’: Cold War Political Culture and the Crisis in American Masculinity, 1949-1960,” *Journal of American History*, 87 (Sept. 2000), 515-545.
- Elaine Tyler May, “Cold War—Warm Hearth: Politics and the Family in Postwar America,” in Steve Fraser and Gary Gerstle, eds., *The Rise and Fall of the New Deal Order, 1930-1980* (Princeton: Princeton University Press, 1989), 153-181.
- Kathryn S. Olmsted, “Blond Queens, Red Spiders, and Neurotic Old Maids: Gender and Espionage in the Early Cold War,” *Intelligence and National Security*, 19 (Spring 2004): 78-94.

Week 11, Mon., Nov. 2:

Topic: Vietnam & Defeat

Readings:

- Jeremi Suri, “The Illiberal Consequences of Liberal Empire” *Power and Protest: Global Revolution and the Rise of Détente* (Cambridge, MA: Harvard University Press, 2003), 131-163.
- Robert Buzzanco, “The United States and Vietnam, 1950-1968: Capitalism, Communism, and Containment,” in Peter L. Hahn and Mary Heiss, eds., *Empire and Revolution* (Columbus: Ohio State University Press, 2000), 94-120.
- Mao Lin, “China and the Escalation of the Vietnam War: The First Years of the Johnson Administration,” *Journal of Cold War Studies*, Vol. 11, No. 2 (Spring 2009), 35–69. (optional)
- The Gulf of Tonkin Resolution, August 1964
- Lyndon Johnson and the Vietnam War, 1965-68
- McNamara’s “Mutual Deterrence” Speech, 1967
- The Nixon Doctrine, July/November 1969
- Anti-War Movement
- Nixon’s China Visit: The Shanghai *Communiqué*, February 1972
- The U.S. Withdrawal from Vietnam, January 1973

Week 12, Wed., Nov. 8:

Topics: From Activism to Apathy: Détente and Human Rights

Readings:

- Paul Boyer, “From Activism to Apathy: The American People and Nuclear Weapons, 1963-1980,” *Journal of American History*, 70 (March 1984), 821-844.
- Jeremi Suri, “The Rise and Fall of an International Counterculture, 1960-1975,” *American Historical Review*, 114 (Feb. 2009), 45-68
- John A. Soares, Jr., “Strategy, Ideology, and Human Rights: Jimmy Carter Confronts the Left in Central America, 1979–1981,” *Journal of Cold War Studies*, Vol. 8, No. 4 (Fall 2006), 57-91.

- The Nuclear Test Ban Treaty, August 1963
- Carter on Human Rights, 1977
- The SALT II Agreement, June 1979
- Carter Doctrine, January 1980

Week 13, Wed., Nov. 16:

Topics: The Return of the Cold War: Star Wars & Reagan’s Evil Empire

Readings:

- Jared McBrady, “The Challenge of Peace: Ronald Reagan, John Paul II, and the American Bishops,” *Journal of Cold War Studies*, Vol. 17, No. 1 (Winter 2015), 129-152
- Beth A. Fischer, “Toeing the Hardline? The Reagan Administration and the Ending of the Cold War,” *Political Science Quarterly*, Vol. 112, No. 3 (Autumn, 1997), 477-496.
- Reagan’s Anti-Soviet Rhetoric, 1981-83
- Reagan’s Arms Control Proposals, November 1981
- Reagan’s “Star War” Speech, March 1983
- The Nuclear Freeze Resolution, May 1983

Week 14, Wed., Nov. 23: NO CLASS—Thanksgiving Break

Week 15, Wed., Nov. 30:

Topic: The End of the Cold War

Readings:

- John Lewis Gaddis “The New Cold War History: First Impressions” in Gaddis, *We Now Know: Rethinking Cold War History* (Oxford: Oxford University Press, 1998), 281-295.
- Robert D. English, “Sources, Methods, and Competing Perspectives on the End of the Cold War,” *Diplomatic History*, 21 (Spring 1997), 283-294 **OR** Jeremy Suri, “Explaining the End of the Cold War: A New Historical Consensus?” *Journal of Cold War Studies* 4.4 (Fall 2002): 60-92.
- Reagan’s Berlin Speech: “Tear Down This Wall,” June 1987
- The Opening of the Berlin Wall, November 1989
- Samuel P. Huntington on the Coming ‘Clash of Civilizations
- The War on Terrorism and the Lessons of the Cold War

Assignment: Linking your discussion to specific course themes, write **a one-page single-spaced summary of the interview**. Submit the summary and the full transcription of the interview **in class**.

Week 16, Wed., Dec. 7:

Topic: No Class

Assignment: Final research paper due 5pm via SafeAssign on Blackboard.

For your research paper assignment, I recommend you consider the following resources:

Internet Resources:

**I offer these websites as locations of primary and secondary sources, but this list is by no means exhaustive.

<http://www.gwu.edu/~nsarchiv/> National Security Archive, George Washington University

<http://library.usask.ca/dbs/ddrs.html> Declassified Documents Reference System

<http://www.fas.harvard.edu/~hpcws/> Harvard Project on Cold War Studies Cold War International History Project, Woodrow Wilson International Center for Scholars, Smithsonian Institution

<http://www.coldwarfiles.org/index.cfm?fuseaction=home.flash> Cold War Files, including declassified documents

<http://www.mtholyoke.edu/acad/intrel/coldwar.htm> Documents relating to US Foreign Policy during the Cold War

<http://www.ibiblio.org/expo/soviet.exhibit/entrance.html> Soviet archives exhibit at the US Library of Congress

Dissertation Abstracts: It provides access to national dissertations and thesis on diverse historical topics.

German Historical Institute: It provides a variety of primary sources of German historical events.

Google Books: It offers access to some nineteenth, twentieth, and twenty-first century books.

International Institute of Social History: It includes limited materials available online.

Library of Congress (Digital Collections; Digital Collections and Services; and Collaborative Digital Libraries): It offers a rich catalog of primary and secondary materials.

Office of the Historian (Foreign Relations of the United States, 1964-1968, Volume XII, Western Europe; Foreign Relations of the United States, 1964-1968, Volume XIII, Western Europe Region; Foreign Relations of the United States, 1964-1968, Volume XVII, Eastern Europe; Foreign Relations of the United States, 1964-1968, Volume XIV, Soviet Union; and Foreign Relations of the United States, 1964-1968, Volume XV, Germany and Berlin): It includes documents diplomatic materials about these countries and many more, including Vietnam, the Congo, Laos, the Dominican Republic, and others. Check out the website for links to the other countries.

The Civil Rights Struggle, African American GIs, and Germany: It contains photographs, interviews, and other primary source documents.

The May Events Archive: It provides original leaflets, magazines, and newspapers from France during 1968.

The Other Alliance: It contains primary sources that Martin Klimke engages with in his book.

WorldCat: It offers a list of books, articles and films located at UTC and other institutions.

World Digital Library: A digital library of materials.

Research Tools (Free):

Evernote: This may serve as a way to outline your proposal and research paper.

Zotero: This may serve as a bibliography and tool to take notes on your sources for your research.

Roy Rosenzweig Center for History and New Media: It offers great tips on research tools.

Fall 2016
HIST 3270
CRN# 48104
Credits: 3
Course: Under Hitler's Shadow: Europe 1929-1945
Class Times: M 2:00-4:30
Classroom: Brock 204
Instructor: Prof. John C. Swanson
Office: Brock 408
Office Hours: WF 11:00-12:00 and by appointment
Office Phone: 425-4563
Email: John-Swanson@utc.edu

Accommodation Statement: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall.

Counseling Center Statement: If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438.

Writing Center: The Writing Center at UTC is a free service offered to all members of the University community. The Center is staffed by peer tutors, graduate students, and English instructors, and offers various services to writers, including tutorials, workshops, and access to resources. Please visit the Writing Center in the new library.

Communication: To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email on a regular basis. If you have problems with accessing your UTC email account, contact the Call Center at 423/425-4000. You will frequently receive email from your professor.

Honor Code Pledge: (from the [UTC Student Handbook](#)) I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

HIST 3270
UNDER HITLER'S SHADOW: EUROPE 1929-1945
Dr. John C. Swanson

University of Tennessee at Chattanooga; Term: Fall 2016

Office: 408 Brock Hall

Class Hours: M 2:00-4:30

Office Hours: WF 11:00-12:00 and by appointment

Telephone: 423-425-4563

E-Mail: John-Swanson@utc.edu

Course Description and Outcomes:

This semester we will examine Germany during the Nazi Era. We will begin with basic issues in German history and discuss various aspects of Nazi Germany. We will conclude with the end of Nazism, as well as look at current discussions concerning that era of history. The Epstein book and the Stackelberg/Winkle Reader will serve as the basic texts and provide us with a general understanding of the events and individuals. The additional chapters and articles will allow us to delve deeper into the reason why and how certain things happened. The goal of the course is to expand your knowledge of Nazi Germany, as well as to introduce you to the discipline of history and how historians work.

Official University Course Description and Prerequisites: "A comparative approach to the study of Europe from the outbreak of the economic depression in 1929 to the end of the second World War in 1945. Beginning with the rise of the National Socialist party, it examines political, cultural, and economic affairs in other areas of Europe, and the consequences of Hitler's increasingly brash foreign policy. The course also focuses on WWII in Europe, focusing on the subjugation of the continent to German control, the Holocaust, resistance movements, and ultimate defeat of Hitler's Germany."

Books to purchase:

Catherine Epstein, *Nazi Germany: Confronting the Myths*. Wiley, 2016.
 Roderick Stackelberg and Sally A. Winkle, *The Nazi Germany Sourcebook*. Routledge, 2002.
 Michael Burleigh and Wolfgang Ippermann, *The Racial State*. Cambridge U.Press, 1993.
 Richard J. Evans, *Lying about Hitler: History, Holocaust, and the David Irving Trial*. Basic Book, 2001.

In addition chapters from other books will be required reading. They will be marked with an *.

Mark Mazower, *Dark Continent*. Vintage, 1998.
 Peter Fritzsche, *Germans into Nazis*. Harvard, 1998
 Richard J. Evans, *The Coming of the Third Reich*. Penguin, 2003.
 Roger Griffin, *Fascism*. Oxford, 1995
 Peter F. Sugar, *Native Fascism*. ABC-Clio, 1971.
 Omer Bartov, *Germany's War and the Holocaust*. Cornell, 2003.
 Valdis O. Lumans, *Himmler's Auxiliaries*. UNC, 1993.
 Neil Gregor, ed., *Nazism*. Oxford, 2000
 István Deák, *Europe on Trial*. Westview, 2015.
 Tony Judt, *Postwar*. Penguin, 2005.
 Karen F. Till, *The New Berlin*. U of Minnesota, 2005.
 other journal articles

Readings:

I expect you to complete the readings prior to the relevant class for which it is assigned.

Attendance and Participation:

I expect you to attend class, and I expect you to participate. Each student has the right to ONE unexcused absence (no questions asked). But on your second unexcused absence I will dock a letter from your final grade. You will lose an additional letter grade for each subsequent class you miss. Also, attendance and participation are not synonyms. I expect you to come to class prepared, having done the reading, and ready to take notes and contribute to discussion. Not only is participation a big part of your grade—it is also a vital part of the learning process, and it is one that I take very seriously.

Requirements:

This course has eight quizzes, two exams, and two book reviews. The quizzes will consist of 10 objective (true/false) questions based on the reading for that week. They will be given at the beginning of class. The two exams will be essay exams, consisting of identifications and essays. (More information about each exam will be provided during the semester.)

The book reviews will each be a three-page, double-spaced review of Burleigh and Wippermann's *The Racial State* and Richard J. Evans, *Lying about Hitler*. You need to follow the explanation regarding reviews provided in class, as well as the general style of reviews in journals such as the *American Historical Review*.

Quizzes (8 quizzes, each worth 2 percent)	16 percent of final grade
Exam #1	20 percent of final grade
Exam #2	20 percent of final grade
Paper (Book Review #1)	15 percent of final grade
Paper (Book Review #2)	15 percent of final grade
Class Participation	14 percent of final grade

Evaluation:

A=90 to 100 percent
B=80 to 89 percent
C=70 to 79 percent
D=60 to 69 percent
F=0 to 59 percent

Academic Honesty:

Students must follow a code of intellectual honesty at all times. Please see the statement on the first page. Also see: <http://guides.lib.utc.edu/content.php?pid=127238&sid=1092184>. Plagiarism and cheating will result in an "F" for the semester and will be reported. No exceptions.

Lectures and Reading Assignments

WEEK	TOPIC	CLASS	ASSIGNMENTS	DUE
Week I: 8/22	Introduction and Historiography	1. Introduction 2. Historiography	1. Andrei Markovitz article 2. Ernst Nolte Obit	
Week II: 8/29	German and European History	1. Quiz 2. Lecture 3. Discussion	1. *Mazower, "The Deserted Temple: Democracy's Rise and Fall" 2. Sourcebook: 1.3 von Treitschke; 1.7 von Bernhardt; 1.9 von Moltke; 1.11 Sombart; 1.13 Troeltsch	Quiz
Week III: 9/5	LABOR DAY	No Class		
Week IV: 9/12	Weimar Germany	1. Quiz 2. Lecture 3. Discussion	1. Epstein, skim ch. 1 2. *R.J. Evans, "The Failure of Democracy" 3. Sourcebook: 2.4 Versailles; 2.6 NSDAP; 2.11 Zweig; 2.15 Hitler; 2.16 Communist; 2.23 Goebbels	Quiz
Week V: 9/19	Nazi Consolodation	1. Quiz 2. Lecture 3. Discussion	1. Epstein, ch. 2 2. *Fritzsche, "Jan. 1933"	Quiz
Week VI: 9/26		No Class	Read and write book review: Burleigh and Wipperman	Book Review Due: Fri. 9/30 noon
Week VII: 10/3	Nazi Germany	1. Quiz 2. Lecture 3. Discussion	1. Epstein, chs. 3 & 5 2. Sourcebook: 3.22 Wehrmacht; 3.24 Shirer; 3.26b & d Nuremburg; 4.5 SS; 4.10 Hossbach; 4.21 Nazi-Soviet	Quiz
Week VIII: 10/10	Fascism	1. Exam 2. Lecture 3. Discussion	1. *Geoff Eley, "Redemptive Potential"; *George L. Mosse, "A Third Way" 2. *Rath, "Authoritarian Austria" 3. *Ránki, "Fascism in Hungary" 4. *Sugar, "Conclusion" 5. *Szalási, "Hungarism"	EXAM #1
Week IX: 10/17	FALL BREAK			

WEEK	TOPIC	CLASS	ASSIGNMENTS	DUE
Week X: 10/24	Persecution of Jews and Holocaust	1. Quiz 2. Lecture 3. Discussion	1. Epstein, chs. 4 & 7 2. *Browning, "Nazi Resettlement Policy"	Quiz
Week XI: 10/31	Second World War	1. Quiz 2. Lecture 3. Discussion	1. Epstein, ch. 6 & 8 2. *Bartov, "War of Destruction"	Quiz
Week XII: 11/7	Waffen SS and Volksdeutsche	1. Quiz 2. Lecture 3. Discussion	1. *Swanson, "Being German: German-Speaking Villagers in Hungary Discover Germany" 2. *Bergen, "Instrumentalization" 3. *Bergen, "Volksdeutsche" 4. *Lumens, "Minorities in the War Years"	Quiz
Week XIII: 11/14	FILM: <i>Europa Europa</i> or <i>Seven Brothers</i>			
Week XIV: 11/21	End of Nazi Regime	1. Quiz 2. Lecture 3. Discussion	1. *Deák, "Purging Hitler's Europe & Long Aftermath" 2. Sourcebook: 7.1 Directive to US; 7.3 Ulbricht; 7.4 Adenauer; 7.11 Nolte; 7.12 Habermas 3. Skim *Judt, "Legacy of War" & "Retribution"	Quiz
Week XV: 11/29		No Class	Read Evans, <i>Lying about Hitler</i>	
Week XVI: 12/5	Memory and Memorialization	1. Exam 2. Lecture 3. Discussion	1. Epstein, Epilogue 2. "Holocaust Memory in the 1990s" 3. *Till, "Berlin's Ort der Täter"	EXAM #2
FINAL: Monday, 12/12, 1 p.m.	NO FINAL EXAM			Due: 2nd book review: Evans, <i>Lying about Hitler</i>

Latin America: Environment and Extraction
UTC Fall 2016
Hist. 3940

Section:

T.Th. 9:25-10:40am
Brock Hall 402

Course Fulfillment:

Interpreting History (History Majors)
Upper-Level (History Minors)

Instructor:

Ryan C. Edwards
Ryan-edwards01@utc.edu

Office Hours:

Wednesday 10-12 and 1-3pm
Brock Hall 408F

Course Description:

This course focuses on environmental history in Latin America, and complements courses on environmental history in the United States, the global environmental history survey, as well as the Latin American surveys. The goal is to focus on questions of development and resource extraction, as well as politics, economics, and power dynamics, through an ecological lens. No prior experience in history, environmental studies, or foreign languages is required.

Course Requirements:

There are multiple components to this course, each of which are required and contribute to your final grade. Please reference these requirements regularly.

- **Two Map Exams (10% each; 20% total):** This is an environmental history course. Knowing Latin America on a map is necessary. If you need proof, watch this: <https://www.youtube.com/watch?v=r83AphdYedQ>
- **Five Brief Responses (10% each; 50% total):** These responses make up half of your grade. Rather than cramming for exams twice during the term, these responses are your opportunity to engage the readings and synthesize them on a regular basis. You you must write FIVE briefs. The FIRST response is mandatory, but after that, your briefs can be submitted when you choose. Keep in mind that no late briefs will be accepted, so do not wait until the end of the term! The question for each week's response is listed on the syllabus, and the response must be *400 words maximum*. Please provide the word count at the bottom of the brief (your name, title, and other non-text content does not count toward the 400-word limit).
- **Final Paper (25%):** The final paper is an opportunity for you to synthesize the material from the entire class in a way that is useful for you, but also shows me that you have engaged the course throughout the term. Your brief responses are a useful resource for this paper; however, the paper is not simply a combining and regurgitation of the briefs. The paper is *2000 words maximum* (not including footnotes and other non-text material). The question for the final paper will be given on the second to last day of class so you can ask questions during our final class meeting. The paper will be due on the day and time of our scheduled final.
- **Participation (5%):** *Participation* is mandatory (you are granted one unexcused absence). Class is a safe place for intellectual interaction where rigorous and lively discussions are encouraged and expected.

Readings:

Books:

S. Topik, C. Marichal, and Z. Frank (eds), *From Silver to Cocaine: Latin American Commodity Chains and the Building of the World Economy, 1500-2000* (Durham: Duke Univ. Press, 2006)

*This text is also available on reserve in the library, and electronically:
<http://read.dukeupress.edu/content/from-silver-to-cocaine>

All other reading materials will be available through Blackboard.

Class Schedule and Assignments:

August 23 and 25

Week 1) Latin American Environmental History: Where to Begin?

- Guillermo Castro Herrera, "The Environmental Crisis and the Tasks of History in Latin America," *Environment and History* 3 (1997): 1-18

- "Introduction: Commodity Chains in Theory and in Latin America" in *From Silver to Cocaine*

No Brief.

August 30 and September 1

Week 2) The Pristine Myth and (Re)Building

- William M. Denevan, "The Pristine Myth: The Landscape of the Americas in 1492," *Annals of the Association of American Geographers* 82 no. 3 (Sept. 1992): 369-385

- Vera Candiani, "The Desagüe Reconsidered: Environmental Dimensions of Class Conflict in Colonial Mexico," *Hispanic American Historical Review* 92 no. 1 (2012): 5-39

Mandatory Brief: What is the pristine myth and why is it perpetuated?

September 6 and 8

Week 3) Mining and Colonial Extractions

- Nicholas Robins, "Toxic Travails: Mining in Huancavelica" in *Mercury, Mining and Empire: The Human and Ecological Cost of Colonial Silver Mining in the Andes* (Bloomington: Indiana Univ. Press, 2011): 47-72

- Carlos Marichal, "The Spanish-American Silver Peso" in *From Silver to Cocaine*

Brief: What does Robins mean by "toxic?"

September 13 and 15

Week 4) Science and Environmental Exploration

- Jorge Cañizares-Esguerra, "How Derivative was Humboldt?: Microcosmic Narratives in Early Modern Spanish America and the (Other) Origins of Humboldt's Ecological Sensibilities" in Londa Schiebinger and Claudia Swan (eds), *Colonial Botany: Science, Commerce, and Politics in the Early Modern World* (Philadelphia: University of Pennsylvania Press): 140-165

- Paula S. de Vos, "Research, Development, and Empire: State Support of Science in the Later Spanish Empire" *Colonial Latin American Review* 15 no. 1 (June 2006): 55-79

Brief: Brief: How do these readings address the “black legend” of the Spanish empire?

September 20 and 22

Week 5) Slavery and Agricultural Knowledge

- Dale Tomich, “The Wealth of Empire: Francisco Arango y Parreño, Political Economy, and the Second Slavery in Cuba,” *Comparative Studies in Society and History* 45 no. 1 (Jan., 2003): 4-28
- Judith Carney. “‘With Grains in Her Hair’: Rice in Colonial Brazil,” *Slavery and Abolition* 25 n. 1 (April 2004) 1-27

Brief: What can environmental history tell us about labor and knowledge in relation to slavery?

September 27 and 29

Week 6) Soft Drugs: Café con azúcar

- Steven Topik and Mario Samper, “The Latin American Coffee Commodity Chain: Brazil and Costa Rica” in *From Silver to Cocaine*
- Horacio Crespo, “Trade Regimes and the International Sugar Market, 1850-1980: Protectionism, Subsidies, and Regulation” in *From Silver to Cocaine*

Brief: Why do these readings stress commodity chains and international markets?

October 4 and 6

Week 7) Capitalism and Fueling Europe

- Rory Miller and Robert Greenhill, “The Fertilizer Commodity Chains: Guano and Nitrate, 1840-1930” in *From Silver to Cocaine*
- Edward Melillo, “The First Green Revolution: Debt Peonage and the Making of the Nitrogen Fertilizer Trade, 1840-1930,” *American Historical Review* 117 n. 4 (2012): 1028-1060

Brief: How did Latin America contribute to the industrial and green revolution in Europe?

October 11 and 13

Week 8) Banana Republics and Natures of Empire

- John Soluri, “Banana Cultures: Linking the Production and Consumption of Export Bananas, 1800-1980” in Steve Striffler and Mark Mober (eds), *Banana Wars* (Durham: Duke University Press, 2003)
- Paul Sutter, “Nature’s Agents or Agents of Empire? Entomological Workers and Environmental Change during the Construction of the Panama Canal,” *ISIS* 98 n. 4 (Dec. 2007): 724-754

Brief: How do these reading talk about historical actors and agents?

October 18 NO CLASS

October 20

Week 9) Working Landscapes and Making Landscapes Work

MAP QUIZ

- Don Mitchell, "The Agribusiness Landscape in the 'War Emergency': The Origin of the Bracero Program and the Struggle to Control It" in *They Saved the Crops Labor, Landscape, and the Struggle Over Industrial Farming in Bracero-Era California* (Athens: University of Georgia Press, 2012).
- Thomas D. Rogers and Christine Rufino Dabat, "'A Peculiarity of Labor in the Region: Workers' Voices in the Labor Courts Archive at the Federal University of Pernambuco,'" *Latin American Research Review* 47 Special Issue (2012): 163-178

Brief: How are labor and landscapes discussed in these readings?

October 25 and 27

Week 10) Clandestine Commodities and Geographies

- Paul Gootenberg, "Cocaine in Chains: The Rise and Demise of a Global Commodity, 1860-1950" in *From Silver to Cocaine*
- Mary Pat Brady, "'War Again, or Somesuch: Narrating the Scale and Scope of Narcospaciality'" in *Extinct Lands, Temporal Geographies: Chicana Literature and the Urgency of Space* (Durham: Duke University Press, 2002): 172-201

Brief: What is the relationship between legality, labor, and space?

November 1 and 3

Week 11) Oil, Rubber, and Citizenship

- Myrna I. Santiago, "Rejecting Progress in Paradise: Huastecs, the Environment, and the Oil Industry in Veracruz, Mexico, 1900-1935," *Environment History* 3 n. 2 (1998): 169-188
- Zephyr Frank and Aldo Mussachio, "Brazil in the International Rubber Trade, 1870-1930" in *From Silver to Cocaine*

Brief: How does thinking about rubber and oil as a national or international resource change how we think about the environment?

November 8 and 10

Week 12) Forest Politics the Ecological Nobel Savage

- Emily Wakild, "Parables of Chapultepec: Urban Parks, National Landscapes, and Contradictory Conservation in Modern Mexico" in Christopher R. Boyer (ed), *A Land Between Waters* (Tucson: University of Arizona Press, 2012)
- Beth A. Conklin and Laura R. Graham, "The Shifting Middle Ground: Amazonian Indians and Eco-Politics" *American Anthropologist* 97 n. 4 (1995): 695-710

Brief: How do these readings engage landscapes, communities, and "eco-politics?"

November 15 and 17

Week 13) Othered Urban Ecologies

- Javier Auyero and Débora Alejandra Swistun, "Amidst Garbage and Poison: An Essay on Polluted Peoples and Places," *Contexts* 6 n. 2 (2007): 46-51
- Marcos Cueto, "Stigma and Blame During an Epidemic: Cholera in Peru, 1991" in *Disease in the History of Latin America: From Malaria to Aids* (Durham: Duke University Press, 2003): 268-289

Brief: What do these readings reveal about the difference between perception and lived urban environments?

November 22

Week 14) Neoliberal Natures

MAP QUIZ

- Nina Laurie, "Gender Water Networks: Femininity and Masculinity in Water Politics in Bolivia," *International Journal of Urban and Regional Research* 35 n. 1 (Jan. 2011): 172-188
- Charmaine Jones, "Ecophilanthropy, Neoliberal Conservation, and the Transformation of Chilean Patagonia's Chacabuco Valley," *Oceania* 82 n. 3 (Nov. 2012): 250-263
- Brian Dumaine, "Warren Adams: Searching for Profits and Saving Patagonia," *Fortune* (10 March 2011): <http://fortune.com/2011/03/10/warren-adams-searching-for-profits-and-saving-patagonia/>

Brief: Why might ecophilanthropy and neoliberalism evoke similar skepticism from communities in Latin America?

November 24 NO CLASS

November 29 and December 1

Week 15) Future Natures and Conclusions

- Cymene Howe, "Latin America in the Anthropocene: Energy Transitions and Climate Change Mitigations," *Journal of Latin American and Caribbean Anthropology* 20 n. 2 (July 2015): 231-234
- Mark Carey, "The History of Ice: How Glaciers became an Endangered Species" *Environmental History* 12 (July 2007): 497-527

BRIEF: What does it mean to think of ice as "Latin American" or "Peruvian" in the context of climate change and the Anthropocene?

FINAL PAPER DUE: DECEMBER 8th; 10AM

IMPORTANT INFORMATION

Academic Advising:

Please consult with your academic and major advisor if you have any questions about the fulfillments that this course satisfies for your graduation plan.

Honor Code Pledge:

I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

*If you have any doubts, please see me!

Recording:

There is absolutely NO unauthorized audio or visual recording in this class. The sale of notes, papers, or any other artifacts created by or for this course is NOT permitted.

Accommodation Statement: If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC), <http://www.utc.edu/disability-resource-center/>) at 425-4006 or come by the office, 102 Frist Hall.

Counseling Center Statement: If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438 or <http://www.utc.edu/counseling-personal-development-center/>.

HIST 4020: Historian's Craft Seminars in History

COURSE DETAILS:

HIST 4020
CRN: 48107, 3 credit hours
T 2-4:30 pm, Brock 206

INSTRUCTOR INFORMATION:

Dr. Kira Robison
408 Brock Hall
423-425-4827
kira-robison@utc.edu

PREREQUISITES: HIST 2100 (ENGL 1020) and 18 credit hours (6 classes) in HIST

OFFICE HOURS: MTW 1:00-2:00 pm and by appointment.

Please feel free to come see me regarding any course-related questions or problems you might have. If you cannot come to office hours, email or speak to me and we can set up a time. I prefer to be contacted by email. Dealing with any problems you may have sooner is preferable to waiting until just before the end of the class.

COURSE DESCRIPTION: This is a seminar primarily intended for advanced majors in history or a related field. Focusing on specific topics in American, European, or World history, the course will help students master topics such as historiographical debate, analysis of historical evidence, and current historical methodologies.

This particular class's theme is "Pre-Modern Law and Order." Students will apply the techniques of historical investigation to a particular source base: legal texts. This focus encompasses both the exploration of normative guidelines for society (formal, written documents), as well as the law in practice (as found, for example, in religious ritual or court proceedings) with an emphasis on criminal justice. Readings will cover a wide range of disciplines, including selections from literature, and religion, in addition to the typical written law text. We will cover topics ranging from religious law to state law, from monetary punishment of crimes to torture and public executions. Over the course of the class, students will be encouraged to draw comparisons between different periods and cultures, and to construct a broad picture regarding the changes and continuities of crime and punishment.

COURSE FORMAT: This will be a challenging class centered around the production of a major piece of historical research. There are several levels of engagement required of students: course content, research, and writing production. To that end, the semester is divided into 2 parts and a portion of each class will be devoted to each topic. In other words: the early part of the semester will be content heavy with some research and by mid-semester we will move to research and writing almost exclusively.

COURSE OUTCOMES: At the end of the semester, students will have mastered the following:

- 1) Synthesizing a body of historical knowledge with range and depth in terms of period, region, and perspective.
- 2) Assessing dynamics of causation, contingency and change over time in a variety of historical contexts.
- 3) Analyzing, interpreting, and evaluating a variety of primary and secondary source materials.

- 4) Generating significant, open-ended questions about the past, and devising and carrying out research strategies to answer them.
- 5) Understanding and using the formal styles of writing, narrative construction, and argument specific to the history discipline.

TEXTBOOKS:

- **Required:**
 - Chazelle et al., *Why the Middle Ages Matter: Medieval Light on Modern Injustice*, Routledge, 2012
 - Hereafter *WMAM*
 - Katherine Drew, *The Burgundian Code*, University of Pennsylvania Press, 1976
 - James Given, *Inquisition and Medieval Society*, Cornell University Press, 1997
 - Emanuel Le Roy LaDurie, *Montaillou: the Promised Land of Error*, Vintage Books, 1979
 - Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 8th edition, Bedford/St. Martin's, 2015
- **Readings on Web or UTC Learn/Blackboard:**
 - Many of the readings for this class can be found by week on UTC Learn/Blackboard and are marked with (Bb). You should be able to login through <http://www.utc.edu/learn>.

COURSE EXPECTATIONS:

- **Engagement and Preparation:** I expect you to come prepared—this means doing all the reading before class and thinking about the relationship between the readings and the daily topic. *Please bring the readings with you to class, you are expected to be part of the discussions.* Cell phones, newspapers, ear buds, and any other outside media are not conducive to your paying attention; please do not have them out. Your classmates are counting on your attendance, preparation, and support to enhance their work, just as you are entitled to expect the same from them.
- **Integrity:** You are responsible for knowing, understanding, and abiding by UTC's policies regarding student misconduct. These policies may be found in the [UTC Student Handbook](#). **I assume your presence in this class is your agreement with UTC's Honor Code Pledge**, as follows (from the Student Handbook):
 - "I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity."
 - Please note: plagiarism may be defined for the purposes of this class as a deliberate effort to cheat or fool the reader or as accidental through a lack of understanding what constitutes proper citation and acknowledgement of ideas. In either case, it is unacceptable. All major written assignments will be submitted via Blackboard's text-matching software (SafeAssign) for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTC Student Handbook.

- **Quality:** Assignments are expected to meet all specifications upon submission. Attempts to manipulate length, inappropriate use of quotations, and/or not addressing all objectives of an assignment will result in significant grading penalties. Websites such as Wikipedia, online study guides, personal webpages, and commercial sites advertising products are almost never appropriate and will be penalized harshly! When in doubt, ask.
- **Respect:** Responding to others' work constructively is a difficult art. Please strive to be as supportive and honest as you can in both written and oral feedback by focusing on what your peers did well and what specifically they might try to make the work better.

COURSE POLICIES:

- **Late Assignments and Make-up work:** This class is rigidly scheduled so you can comfortably produce a major piece of research in a timely fashion. Falling behind will hurt, trust me. To that end, late assignments and in-class work will not be accepted and the grade will be a zero. If you run into an emergency, contact me as soon as possible.
- **Scheduled Absences:** Athletes, musicians, and military personnel, it is your responsibility to let me know schedules and any pertinent information at the beginning of the semester.
- **Communication:** I will not accept assignments over email. I consider email correspondence as a valid record of communication between us, but do not rest easy until you receive a reply from me—please allow a 24-hour turn around period. *All email exchanges regarding class will go through your UTC email account.* This is a university-wide policy. Please check your UTC email on a regular basis. If you have problems with accessing your UTC email account, contact the Solutions Center at 423-425-4000.
- **UTC Learn/Blackboard:** For all assignments submitted through Blackboard, make sure you save any and all submission notifications, even if you have to download them as a pdf. These are your receipts; you cannot prove you turned an assignment in without them. If you have difficulty with submissions, try a different computer or web browser. It is your responsibility to make sure your assignments are submitted on time. Assignments should be submitted in a PC compatible format (e.g., Word or pdf) only.
- **Accommodation:** If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall.
- **Overwhelmed?** If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 423-425-4438.

GRADING: A few words on grading...Grades are not given by me, but earned by you. If you do not put time and effort into your assignment, the final grade is likely to reflect that fact. If you do not turn assignments in, you cannot earn points for them. Even if you work hard and turn everything in, it is possible that you will not earn an "A". Grades are a reflection of your competency in relation to the course goals, not your effort. If you have a question about a grade on a particular assignment, I am happy to speak with you 24 hours after you received the work in question back—you must make an appointment to come see me and have a clear petition.

GRADING BREAKDOWN:

A	(100-90%)	Superior Achievement
B	(89-80%)	Above Average Achievement
C	(79-70%)	Average Achievement
D	(69-60%)	Passing Work
F	(59% and below)	Failing Work

I: Incomplete, assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g. hospitalization) a student is prevented from completing the work of the course on time. I require a signed, written agreement between instructor and student, so you must meet with me before the end of the semester.

ASSIGNMENTS: OVERVIEW

- 15% Participation
 - Includes discussion, study questions, and other considerations such as in-class assignments.
 - You can't participate if you're not here. You are allowed one (1) unexcused absence, no questions asked. However, any subsequent unexcused absence will result in the final grade dropping one letter grade for each absence. See "Engagement and Preparation" above for more information.
- 85% Research Project, made up of:
 - 10% Progress Reports
 - Any assignments related to the tracking of research for the paper
 - 15% Research Statement and Proposal
 - Research Statement: topic, research question, one primary source interpretation, list of scholarly work on the topic
 - Research Proposal: title, abstract with thesis, one (1) paragraph introduction to topic, full outline, bibliography
 - 50% Final Paper Dossier
 - Full credit requires submission of: marked draft, peer review, and clean final paper (15-20 pp.)
 - 10% Presentation

SCHEDULE: This course syllabus provides a general plan for the course; deviations may be necessary. This includes the addition of segments and workshops on writing and research.

WEEK 1 (8/23)

- Introduction to class and expectations
 - Have read:
 - *WMAM*, Introduction, pp. 1-14
 - Rampolla, 3a (pp. 24-28)
 - Given, *Inquisition*, chapter 1 "The Technology of Documentation" 25-51

WEEK 2 (8/30)

- Foundations of Medieval Law: Rome and Justinian
 - Secondary Sources:
 - Russ Versteeg, *Law in the Ancient World*, chs. 10-12, as marked (Bb)

- Given, *Inquisition*, section I, “Inquisitors and their Techniques,” introduction, pp. 23-4
- Primary Sources:
 - The Twelve Tables
 - http://avalon.law.yale.edu/ancient/twelve_tables.asp
 - Excerpts from Cicero’s prosecution of Marcus Verres
 - <http://law2.umkc.edu/faculty/projects/ftrials/Verres/verresaccount.html>
 - Excerpts from Justinian’s Corpus
 - <http://sourcebooks.fordham.edu/Halsall/source/corpus1.asp>
- Writing:
 - Rampolla, ch 1, pp. 1-7

9/4: LAST DROP DAY

WEEK 3 (9/6)

- ****Progress Report #1 Due, Bb****
- Germanic Law: the Heirs of Rome
 - Secondary Sources:
 - WMAM, ch. 1, “Crime and Punishment”, pp. 15-27
 - Given, *Inquisition*, ch 2 “The Technology of Coercive Imprisonment,” introduction pp. 52-53
 - Primary Sources:
 - *The Burgundian Code*, all
 - “Ordeal Formulas”
 - <http://sourcebooks.fordham.edu/Halsall/source/ordeals1.asp>

WEEK 4 (9/13)

- Law in Isolation: English Common Law
 - Secondary Sources:
 - WMAM, ch 2 “Social Deviancy: A Medieval Approach,” pp. 29-40
 - Primary Sources:
 - The Constitutions of Clarendon, 1164, <http://avalon.law.yale.edu/medieval/constcla.asp>
 - The Assize of Clarendon, 1166, <http://avalon.law.yale.edu/medieval/assizecl.asp>
 - Inquest of Sheriffs, 1170, <http://sourcebooks.fordham.edu/Halsall/source/isheriffs.asp>
 - Excerpts from the law book known as *Glanvill*, pp. 278-291 (Bb)
 - Excerpts from the London Eyre of 1276, <http://www.british-history.ac.uk/london-record-soc/vol12>
 - Opening, skim pleas “39 Henry III-41 Henry III”
 - Writing:
 - Rampolla, ch 2, pp. 8-23

WEEK 5 (9/20)

- The Forms of Marriage
 - Secondary Sources:
 - *WMAM*, ch 4 “Marriage: Medieval Couples and the Use of Tradition,” pp. 54-65
 - *Montaillou*, 140-203
 - Historiography: *Montaillou*, vii-xvii, 10-20
 - Reviews of *Montaillou*: David Herlihy, Leonard Boyle (Bb)
 - Writing:
 - Rampolla, ch 3b-d, pp. 29-44
 - Library trip!!
 - ****Progress Report #2 DUE, end of session****

WEEK 6 (9/27)

- ****Progress Report #3 DUE****
- Gender and Sexuality
 - Secondary Sources:
 - *WMAM*, ch. 6 “Homosexuality: Augustine and the Christian Closet,” pp. 77-89
 - Given, *Inquisition*, section II, “Responses to the Inquisitors,” introduction, pp. 91-2
 - Primary Sources:
 - Justinian, *Novels* 77 and 141, <http://sourcebooks.fordham.edu/halsall/pwh/just-novels.asp>
 - Thomas Aquinas: “On Unnatural Sex,” <http://sourcebooks.fordham.edu/Halsall/source/aquinas-homo.asp>
 - “The Questioning of John Rykener, A Male Cross-Dressing Prostitute, 1395,” <http://sourcebooks.fordham.edu/Halsall/source/1395rykener.asp>
 - Writing:
 - Rampolla, ch 4b-g, pp. 54-81

WEEK 7 (10/4)

- ****Research Statement DUE****
- Women: Victims and Perpetrators
 - Secondary Sources:
 - *WMAM*, ch. 5 “Women: *The Da Vinci Code* and the Fabrication of Tradition,” pp. 66-76
 - Given, *Inquisition*, ch 4 “Forms of Individual Resistance” pp. 93-110
 - *Victims:*
 - Hiram Kümper, “Learned Men and Skillful Matrons: Medical Expertise and the Forensics of Rape in the Middle Ages,” in *Medieval Law and Medicine* (2014). (Bb)
 - Kathryn Gravdal, “Replaying Rape: Feudal Law on Trial in *Le Roman de Renart*,” in her *Ravishing Maidens* (1991), 72-104. (Bb)
 - ...CONT...

- *Perpetrators:*
 - Primary Sources
 - “The Case of [Don]Na Prous, a Beguine, 1325,”
<http://sourcebooks.fordham.edu/Halsall/source/naprous.asp>
 - “The Trial of Joan of Arc, 1431,”
<http://sourcebooks.fordham.edu/Halsall/source/1431joantrial.asp>
- Writing:
 - Rampolla, ch 5

WEEK 8 (10/11)

- The Rise of the Inquisition in Europe
 - Secondary Sources:
 - Edward Peters, *Inquisition*, introduction (pp. 1-10), pp. 76-90 (Bb)
 - Given, *Inquisition*, ch 3 “The Technology of Punishment” pp. 66-90
 - *Montaillou*, pp. 24-31, chs 3 (pp. 53-68), 15 (pp. 231-250), 18 (pp. 288-305), 19 (pp. 306-326), 21 (pp. 342-356)
 - Primary Sources (optional):
 - IV Lateran Council, canon 3
 - <http://sourcebooks.fordham.edu/Halsall/basis/lateran4.asp>
 - Bernard Gui, “Inquisitorial Technique” (c. 1307-1323)
 - <http://sourcebooks.fordham.edu/Halsall/source/heresy2.asp>

WEEK 9 (10/18) NO CLASS, FALL BREAK

WEEK 10 (10/25)

- ****Research Proposal DUE****
- The Limits of the Body
 - Secondary Sources:
 - *WMAM*, ch 12 “Torture and Truth: Torquemada’s Ghost,” pp. 154-168
 - Edward Peters, *Inquisition*, pp. 122-134 (Bb)
 - Given, *Inquisition*, ch 6, 7, 8, pp. 141-212
 - *Heresy:*
 - Primary Sources
 - Pope Innocent IV, *Ad Extirpanda* (Bb)
 - Nicolau Eymeric, *Directorium Inquisitorum* (Bb)
 - *Treason:*
 - Maria Hayward, “Dress as an expression of treason,” and “Noble prisoners and executions” in her *Dress at the Court of Henry VIII* (2007) (Bb)
 - K.J. Kesselring, *Mercy and Authority in Tudor Spectacle*, pp. 150ff. (Bb)
 - Primary Sources
 - “The Execution of William Wallace, 1305”
 - <http://digital.nls.uk/scotlandspages/timeline/1305.html>
 - The Trial Report of Thomas More: read “Execution”
 - <http://law2.umkc.edu/faculty/projects/FTrials/more/moretrialreport.html> ...CONT.

- Anne Boleyn
 - <http://www.luminarium.org/encyclopedia/anneboleyn.htm>
 - <http://www.luminarium.org/encyclopedia/anneboleynscaffold.htm>

10/24: LAST DAY FOR WITHDRAWAL

WEEK 11 (11/1)

- **No class:** individual appointments with professor

WEEK 12 (11/8)

- **Class check-in:** fine-tuning paper and introduction to presentation assignment
 - Rampolla, ch 6

WEEK 13 (11/15)

- **No class:** WRITE

WEEK 14 (11/22)

- **In-class peer review.** Bring two (2) hardcopies of your paper, one for the professor and one for your classmate

WEEK 15 (11/29)

- **In-class presentations**

WEEK 16 (12/6)

- **NO CLASS, READING DAY**

FINAL PAPER DOSSIER DUE WEDNESDAY DECEMBER 7 BY 2 PM

- Dossier includes:
 - A clean hardcopy of your final submission
 - The first draft with professor comments
 - Peer-reviewed copy and worksheet, with classmate comments
 - Lacking any of these items will drop your final letter grade by one (1) grade (i.e., B to C)

Hist 4500 * 48108 / WSTU 4550 Sec 02 * 48387
Gender and Sexuality in Modern East Asia
MWF 2:00 - 3:15 p.m. * Brock Hall 402 * 3 Credit Hours

Instructor: Professor Fang Yu Hu (fangyu-hu@utc.edu / 423-425-5622/408A Brock Hall)
Office Hours: Mondays, 9:30-10:30 A.M., Wednesdays, 3:30-4:00 P.M., and by appointment

Course description: This course examines the history of East Asian women and men from approximately the seventeenth century to the present. East Asian countries shared religious traditions, experiences with imperialism, the central role of women and the construction of gender in modernity, and the physical movement of women and men among these countries. However, they also have differences. This course will explore changes over time in sexualities, work experiences, the gendered state, and marriage and family in East Asia. The focus will be on China, Japan, and Korea, with a brief discussion on Okinawa and Taiwan.

Course Outcomes:

Content: Students will achieve a high degree of understanding of how ideas about gender and sexuality have evolved over time and how this evolution has shaped early modern and modern East Asian people and societies. They will be able to articulate, and compare and contrast the constructions and the applications of gender and sexuality in these societies. They will understand major themes that scholars have focused on in the last few decades.

Skills: Students will learn these skills in every assignment during the semester --

1. Analyze, interpret and evaluate scholarly research methods and interpretation.
2. Synthesize significant, open-ended questions about the past and scholarship works.
3. Communicate ideas effectively in oral presentations, class discussions, and written assignments.
4. Understand and use sources, research methods, and formal styles of writing specific to the history discipline.
5. Collaborate with peers on leading class discussions.
6. Assess contents outside the course in all settings by applying major themes discussed in this course.

General Rules: Be respectful, attentive, and curious.

Writing & Communication Center (University library, Room 327): Free help with papers, presentations, and speeches, for any class, at any stage of the writing process. Walk-ins are welcome, but for a guaranteed consultation, make an appointment online: <https://utc.mywconline.com/>

Counseling and Career Planning Center (University Center, Room 338): If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438.

Equal Opportunity Affirmative Action and Diversity: The University affirmatively states that it does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, being a disabled veteran or veteran of the Vietnam Era, sexual orientation, marital status, or pregnancy in its education programs and activities. For the complete Affirmative Action Policy please see the Student Handbook: <http://www.utc.edu/dean-students/pdfs/rights15.pdf>

Veteran Student Services (University Center, Room 145): If you are a student veteran or veteran dependent and need any assistance with your transition, please refer to <http://www.utc.edu/greenzone/> or <http://www.utc.edu/records/veteran-affairs/>. You may also contact the coordinator of Veteran Student Programs and Services directly at 423-425-2277. THANK YOU FOR YOUR SERVICE.

Title IX: The University upholds a zero tolerance policy for sexual misconduct, relationship, violence, and stalking. If you (or someone you know) have experienced any of these, we encourage you to tell someone promptly. For more information, please go to <http://www.utc.edu/sexual-misconduct/> or contact the University's Title IX Coordinator, Ms. Stephanie Rowland (423-425-4255 / Stephanie-Rowland@utc.edu). Reports may be submitted online anonymously through <http://www.utc.edu/sexual-misconduct/reporting.php>. Please note that Professor Hu is a Mandatory Reporter and not a confidential university resource. She will report the incident to the Title IX Coordinator or Deputy Coordinator.

Disability Accommodation Policy: If you are a student with a disability and think that you might need special assistance or a special accommodation in this class or any other class, contact the Disability Resource Center (DRC, 423-425-4006, University Center 108). If you have already arranged accommodations through DRC, please discuss them with me during my office hours. Students must provide DRC with documentation before they can receive accommodation.

Academic Integrity: The Honor System is designed to foster a campus-wide climate of honesty and integrity in order to insure that students derive the maximum possible benefit from their work at the University. The student becomes subject to the rules and regulations of the Honor Code upon registration. Plagiarism and other forms of cheating are a violation of academic integrity and of University policy. Any student found cheating will receive an "F" for the course and the case will be referred to the University authorities for appropriate further action. Please see the UTC Student Handbook (<http://www.utc.edu/dean-students/student-handbook.php>) for further information.

If you are unclear about what constitutes plagiarism, please do not hesitate to see me. Review "**The Reality and Solution of College Plagiarism Infographic**" by following the URL on our course website.

Honor Pledge Code (See [UTC Student Handbook](#))

"I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to insure that the Honor Code is upheld by others and the I will actively support the establishment and continuance of a campus-wide climate of honor and integrity."

Electronic Devices: No laptops, iPods, iPads, or tablets in the classroom. Turn off your phones.

Required Texts

Barbara Molony and Kathleen Uno, eds. *Gendering Modern Japanese History*. Harvard University Asia Center, 2008.

Susan Brownell and Jeffrey N. Wasserstrom, eds. *Chinese Femininities/Chinese Masculinities: A Reader*. University of California Press, 2002.

All other **required readings** (indicated by an asterix *) are on UTC Learn (Blackboard). You are **required** to print out a **hardcopy** of each reading to bring to class.

Grading	Points	Percentage of the Total
Discussion & Response Papers	350 points	35%
Discussion Leader Assignment	150 points	15%
Research Paper	500 points	50%
Total	1,000 points	100%

Discussion & Response Papers: Attendance is mandatory. Critical reading and discussion are the heart of this course. All readings must be completed before coming to class. Active class participation is required. Bring a **hardcopy** of each **reading** and your **response paper** to class.

Write a one-page response paper each class meeting, except when you are leading class discussion.

Each response paper should answer all of the following questions:

1. What is the author's argument?
2. What evidence did the author use? Did the evidence support her/his argument?
3. Who was the author? What was his/her training, background, or field of study? What assumptions did the author make in his/her published work?
4. How are the readings from the day connected to each other? Did they agree or disagree with each other? How are these readings connected to prior readings of the course?
5. When was the reading published? What major events might have shaped the author's argument and/or interpretation?
6. Who or what institution published the text?

Discussion Leader Assignment: Each of you will be asked to take charge of our discussions, as part of a team, several times in the semester. The team must prepare a class handout, two-pages maximum, that summarizes the authors' arguments and evidence and lists approximately ten discussion questions. The questions should cover the main topics in the readings. These questions should get the class to think about the authors' analyses and interpretations. The team could also select a quotation that is problematic or particularly significant for class discussion.

The team decides the format of discussion and can incorporate different types in one class session. There can be debates where the class is divided into two groups to defend points made in one or more of the readings.

The team is free to consult with the instructor, at least one day prior to leading discussion.

Research Project: Any topic of gender and sexuality in any East Asian country from 1700 to the present. Students must discuss their topics with the instructor in-person before Oct. 19. The project comprises of five parts--

1. Topic, research questions, and annotated bibliography of five sources due Oct. 19 (submission required to review the paper draft).
2. Paper draft due Nov. 7 (13 to 15 pages, submission required in order for the final paper to be graded).
3. Peer Review due Nov. 16 (50 points).
4. In-class presentation (5-minute limit) on Dec. 5 (50 points)
5. Revised research paper (13 to 15 pages) due at 3p.m. on Dec. 12 during Final's Week (400 points).

Submission Guidelines

Your research paper draft and revision must be submitted to UTC Learn (Blackboard) text-matching software (SafeAssign) for review and to analyze for originality and intellectual integrity. By submitting your papers online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTC Student Handbook.

Communication

Typically, I will respond to student email messages within 24 hours. General announcements will be sent via Blackboard. Please check your UTC email on a regular basis for additional reminders. If you have problems with accessing your UTC email account, contact the Call Center at 423-425-4000.

Grading Scale

	A	94% – 100%	A-	90% – 93.9%
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	(940-1,000 points)		(900-939 points)
B+	88% – 89.9% (880-899 points)	B	84% – 87.9% (840-879 points)
C+	78% – 79.9% (780-799 points)	C	74% – 77.9% (740-779 points)
D+	68% – 69.9% (680-699 points)	D	64% – 67.9% (640-679 points)
F	59.9% and below (599 points and below)		60% – 63.9% (600-639 points)

Class Schedule

Week One: Introduction

Aug. 22 Introduction: "Gender as a Useful Category" in East Asian History
 Reading: *Joan Scott, "Gender: A Useful Category of Historical Analysis," *The American Historical Review*, Vol. 91, No. 5 (Dec., 1986), pp. 1053-1075
 [http://www.jstor.org.proxy.lib.utc.edu/stable/1864376]

Aug. 24 Gender in Chinese History
 Reading: *Gail Hershatter and Wang Zheng, "Chinese History: A Useful Category of Gender Analysis," *The American Historical Review*, Vol. 113, No. 5 (Dec., 2008), pp. 1404-1421
 [http://www.jstor.org.proxy.lib.utc.edu/stable/30223449]
 -Thomas Laqueur, "Forward," in *Chinese Femininities/Chinese Masculinities*
 -Susan Brownell and Jeffrey N. Wasserstrom, "Introduction," in *Chinese Femininities/Chinese Masculinities*

Week Two: Gender in Imperial China

Aug. 29 Gender and the Law in Imperial China
 Reading: -Janet Theiss, "Ch. 1 Femininity in Flux," in *Chinese Femininities/Chinese Masculinities*
 -Matthew H. Sommer, "Ch. 2 Dangerous Males, Vulnerable Males, and Polluted Males," in *Chinese Femininities/Chinese Masculinities*

Aug. 31 Ideals of Marriage and Family in Imperial China
 Reading: -Susan Mann, "Ch. 3 Grooming a Daughter for Marriage," in *Chinese Femininities/Chinese Masculinities*
 -Susan L. Glosser, "Ch. 4 'The Truth I have Learned'" in *Chinese Femininities/Chinese Masculinities*

Week Three: Gender in Japanese History

Sep. 5 Labor Day Holiday
 Sep. 7 Gender in Japanese History
 Reading: *Gail Lee Bernstein, "Introduction," in Gail Lee Bernstein, ed., *Recreating Japanese Women*, ed. (University of California Press, 1991), p. 1-14
 -Barbara Molony and Kathleen Uno, "Introduction," in *Gendering Modern Japanese History*

Week Four: Women in Early-Modern Japan

Sep. 12 Women and the Family in Early Modern Japan: 1600-1868

- Reading: *Kathleen S. Uno, "Women and Changes in Household Division of Labor," in *Recreating Japanese Women*, p. 17-41
 *Anne Walthall, "The Life Cycle of Farm Women in Tokugawa Japan," in *Recreating Japanese Women*, p. 42-70

- Sep. 14 Women and the Family in Early Modern Japan: 1600-1868
 Reading: *Laurel L. Cornell, "The Deaths of Old Women: Folklore and Differential Morality in Nineteenth-Century Japan," in *Recreating Japanese Women*, p. 71-87
 *Jennifer Robertson, "The Shingaku Woman: Straight from the Heart," in *Recreating Japanese Women*, p. 88-107

Week Five: Women in Early-Modern Japan and Korea

- Sep. 19 Women in Early Modern Japan: 1600-1868
 Reading: *Patricia Fister, "Female bunjin: The Life of Poet-Painter Ema Saiko," in *Recreating Japanese Women*, p. 108-130
 *Joyce Chapman Lebra, "Women in All-Male Industry," in *Recreating Japanese Women*, p. 131-148

- Sep. 21 Constructing Gender in Pre-Colonial and Colonial Korea
 Reading: *Theodore Jun Yoo, Chapter 1 "Women in Choson Korea" and Chapter 2 "The 'New Woman' and the Politics of Love, Marriage, and Divorce in Colonial Korea," in *The Politics of Gender in Colonial Korea* (University of California, 2008), p. 15-94

Week Six: Feminism, Nationalism, and Work in Modern Korea

- Sep. 26 Constructing Gender in Colonial Korea
 Reading: *Yung-Hee Kim, "Under the Mandate of Nationalism: Development of Feminist Enterprises in Modern Korea, 1860-1910," *Journal of Women's History* (Winter 1995)
 *Yi Kwangsu, "Ten Commandments for New Women;" and Ko Yongsuk, "A Rash Statement: Rebuttal to Yi Kwangsu," in Hyaeweol Choi, ed., *New Women in Colonial Korea* (London: Routledge, 2013), p. 41-43

- Sep. 28 Feminism and Work in Colonial Korea
 Reading: *Kenneth M. Wells, "The Price of Legitimacy: Women and the Kunuhoe Movement, 1927-1931," in Gi-Wook Shin and Michael Robinson, ed., *Colonial Modernity in Korea* (Harvard University Area Center, 1999), p. 191-220
 *Kyeong-Hee Choi, "Neither Colonial nor National: The Making of the 'New Woman' in Pak Wanso's 'Mother's Stake 1,'" in *Colonial Modernity in Korea*, p. 221-247

Week Seven: Gender and Work in Colonial Korea and Taiwan

- Oct. 3 Korean Women at Work and in War
 -W. Donald Smith, "Ch. 11 Sorting Coal and Pickling Cabbage," in *Gendering Modern Japanese History* (refer to page 6 for another required reading)
 *Janice C.H. Kim, "The Pacific War and Working Women in Late Colonial Korea," *Signs* 33.1 (2007), pp. 81-103
 [<http://www.jstor.org.proxy.lib.utc.edu/stable/10.1086/518392>]

- Oct. 5 Gender and Feminism in Colonial Taiwan
 *Faye Yuan Kleeman, "Gender, Ethnography, and Colonial Cultural Production: Nishikawa Mitsuru's Discourse on Taiwan," in Liao Ping-hui and David Der-Wei Wang, ed., *Taiwan Under Japanese Colonial Rule, 1895-1945: History, Culture, Memory* (Columbia University Press, 2006), p. 294-311
 *Doris T. Chang, "Ch. 1 Feminist Discourses and Women's Movements under Japanese Colonial Rule, 1895-1945," *Women's Movements in Twentieth-Century Taiwan* (University of Illinois Press, 2009), p. 17-45

Week Eight: Okinawan and Japanese Women in the Greater Japanese Empire

- Oct. 10 Okinawa under Japanese and American Imperialism
 Reading: *Alan Christy "The Making of Imperial Subjects in Okinawa," in Tani Barlow, ed., *Formations of Colonial Modernity in East Asia* (Duke University Press, 1997), p. 141-169.
 *Naoki Sakai, "On Romantic Love and Military Violence: Transpacific Imperialism and U.S.-Japan Complicity," in Setsu Shigematus and Keith L. Camacho ed., *Militarized Currents: Toward a Decolonized Future in Asia and the Pacific* (University of Minnesota Press, 2000), p. 205-221

- Oct. 12 Gender, Selfhood, Culture in Modern Japan
 Reading: -Martha Tocco, "Made in Japan," in *Gendering Modern Japanese History*
 -Donald Roden, "Thoughts on the Early Meiji Gentleman," in *Gendering Modern Japanese History*
 -Barbara Sato, "Commodifying and Engendering Morality," in *Gendering Modern Japanese History*

Week Nine: Gender and Literature in Modern China

Oct. 17 Fall Break – No class

- Oct. 19 Gender in Literary Traditions in Modern China
 -Lydia H. Liu, "Ch. 5 Invention and Intervention," in *Chinese Femininities/Chinese Masculinities*
 -Wendy Larson, "Ch. 6 The Self Loving the Self," in *Chinese Femininities/Chinese Masculinities*

Due on UTC Learn before class: Research topic, questions, and annotated bibliography

Week Ten: Sexualities in China and Japan

- Oct. 24 Dangerous Women and Dangerous Men in Early Modern and Modern China
 -Gail Hershtatter, "Ch. 7 Modernizing Sex, Sexing Modernity," in *Chinese Femininities/Chinese Masculinities*
 -David Ownby, "Ch. 8 Approximations of Chinese Bandits," in *Chinese Femininities/Chinese Masculinities*

- Oct. 26 Genders, Bodies, Sexualities in Modern Japan
 Reading: -Gregory M. Pflugfelder, "Ch. 4 'S' is for Sister," in *Gendering Modern Japanese History* (refer to page 7 for other required reading)
 -Mark Driscoll, "Ch. 5 Seeds and (Nest) Eggs of Empires," in *Gendering Modern Japanese History*
 -Sumiko Otsubo, "Ch. 6 Engendering Eugenics," in *Gendering Modern Japanese History*

Week Eleven: Gender and Transnationalism in Modern China and Japan

Oct. 31 Gender and Transnationalism in China and Japan
*Joan Judge, "Between *Nei* and *Wai*: Chinese Women Students in Japan in the Early Twentieth Century," in Bryna Goodman and Wendy Larson, ed., *Gender in Motion: Divisions of Labor and Cultural Change in Late Imperial and Modern China* (Rowman & Littlefield Publishers, Inc., 2005), p. 121-143
-Barbara J. Brooks, "Ch. 8 Reading the Japanese Colonial Archive," in *Gendering Modern Japanese History*

Nov. 2 Gender, Empire, War in Modern Japan
Reading: - Theodore F. Cook, Jr., "Ch. 7 Making 'Soldiers,'" in *Gendering Modern Japanese History* (more readings on the next page)
-Haruko Taya Cook, "Ch. 9 Women's Deaths as Weapons of War in Japan's 'Final Battle,'" in *Gendering Modern Japanese History*
-Kathleen Uno, "Ch. 14 Womenhood, War, and Empire," in *Gendering Modern Japanese History*

Week Twelve Body, Sexuality, Empire, and War in Modern Japan

Nov. 7 Gender, Work, Economy in Modern Japan
Reading: -Janet Hunter, "Ch. 10 Gendering the Labor Market," in *Gendering Modern Japanese History*
-Andrew Gordon, "Ch. 12 Managing the Japanese Household," in *Gendering Modern Japanese History*

Due on UTC Learn and to Peer Reviewer before class: Research Paper Draft

Nov. 9 Theorizing Gender in Modern Japan
-Barbara Molony, "Ch. 13 The Quest for Women's Rights in Turn-of-the-Century Japan," in *Gendering Modern Japanese History* (more on the next page)
-Ayako Kano, "Ch. 15 Toward a Critique of Transhistorical Femininity," in *Gendering Modern Japanese History*
-Setsu Shigematsu, "Ch. 16 Feminism and Media in the Late Twentieth Century," in *Gendering Modern Japanese History*

Week Thirteen: Gender and Body in China

Nov. 14 The Gender of Rebels in Modern China
Reading: -Emily Honig, "Ch. 9 Maoist Mappings of Gender," in *Chinese Femininities/Chinese Masculinities*
-Elizabeth J. Perry and Nara Dillion, "Ch. 10 'Little Brothers' in the Cultural Revolution," in *Chinese Femininities/Chinese Masculinities*

Nov. 16 Blood, *Qi*, and The Gendered Body in Early-Modern and Reform-Era China
Reading: -Charlotte Furth, "Ch. 11 Blood, Body, and Gender", in *Chinese Femininities/Chinese Masculinities* (refer to page 8 for more required reading)
-Nancy N. Chen, "Ch. 12 Embodying *Qi* and Masculinities in Post-Mao China," in *Chinese Femininities/Chinese Masculinities*

Due on UTC Learn and to Peer Reviewer before class: Peer Review

Week Fourteen: Gender, Sexuality, and Ethnicity in Reform-Era China

- Nov. 21 Gender, Sexuality, and Ethnicity in Reform-Era China
 Reading: -Harriet Evans, "Ch. 13 Past, Perfect or Imperfect" in *Chinese Femininities/Chinese Masculinities*
 -William Jankowiak, "Ch. 14 Proper Men and Proper Women," in *Chinese Femininities/Chinese Masculinities*
 -Louisa Schein, "Ch. 15 Gender and Internal Orientalism in China," in *Chinese Femininities/Chinese Masculinities*
 -Ralph Litzinger, "Ch. 16 Tradition and the Gender of Civility," in *Chinese Femininities/Chinese Masculinities*

Nov. 23 Travel Day for Thanksgiving

Week Fifteen: Gender, Sexuality, and Marriage in Contemporary Korea

- Nov. 28 Gender Construction in Contemporary Korea
 Reading: *Roger L. Janelli and Dawnhee Yim, "Gender Construction in the Offices of a South Korea Conglomerate," in *Under Construction: The Gendering of Modernity, Class, and Consumption in the Republic of Korea* (University of Hawaii Press, 2002), p. 115-140
 *Seungsook Moon, "The Production and Subversion of Hegemonic Masculinity: Reconfiguring Gender Hierarchy in Contemporary South Korea," in *Under Construction*, p. 79-114

- Nov. 30 Sexuality and Feminism in Contemporary Korea
 Reading: *So-Hee Lee, "The Concept of Female Sexuality in Korean Popular Culture," in *Under Construction*, p. 141-164
 *Young-Hee Shim, "Feminism and the Discourse of Sexuality in Korea: Continuities and Changes," *Human Studies*, Vol. 24, No. 1/2, Intertexts: Philosophy, Literature and the Human Sciences in Korea (2001), pp. 133-148

Week Sixteen

Dec. 5 Research Paper: In-class Presentations

Final Exam Week

Dec. 12 Research Paper: Due on UTC Learn

List of Deadlines

- Wed., October 19 Research Paper topic and questions and annotated bibliography due on UTC Learn before class
- Mon., November 7 Research Paper draft due on UTC Learn and Email to Peer Reviewer before class
- Wed., November 16 Research Paper Peer Review due on UTC Learn and Email to Peer before class
- Mon., Dec. 5 In-class Research Presentation
- Mon., Dec. 12 Research Paper Revision due on UTC Learn by 3 p.m.

APPENDIX C

Survey Assessment Instrument #1 History Department Core Courses: HIST1000-level & HIST 2000

Assessment Outcome: Understand and use the formal styles of writing, narrative construction, and argument specific to the history discipline.

Instructor: Course: Academic Year: 2015-2016

Objectives	Unsatisfactory (1)	Developing (2)	Proficient (3)	Excellent (4)	Score (S=student)
Sources & Citations	Does not utilize relevant or any primary sources, does not offer any discussion of secondary sources in support of a position or argument, and does not demonstrate familiarity with discipline-specific citation styles and indicates formatting problems.	Provides some relevant primary sources, offers some discussion of secondary sources that may not fully support the main argument. Shows some familiarity with discipline-specific citation styles, but has some errors and formatting issues.	Offers relevant and a varied body of primary sources. Links a discussion of secondary sources to support a position or argument. Employs discipline-specific citation styles and follows formatting guidelines.	Deliberate and effective identification of a wide range of different primary sources. Provides a cogent synthesis of secondary sources that persuasively support an argument. Shows discipline-specific forms of citation, documentation, and follows all formatting standards.	S 1) _____ S 2) _____ S 3) _____ S 4) _____ S 5) _____
Presentation & Organization	May be missing other structural elements or have no formal structure. Has an unacceptable number of spelling and grammar errors, shows poor prose style and insufficient length.	Offers most of the key organizational components, such as introduction, main body, and conclusion. Fair prose style (weak word choices, unclear sentence construction and paragraphing) that limits cohesive flow of analysis.	Constructs the writing with a clear introduction, analytical body, and conclusion. Offers good prose and clear sentences structures that link paragraphs analytically.	Offers a clear introduction, persuasive analytical body of paragraphs, and sound conclusion. Employs sophisticated prose.	S 1) _____ S 2) _____ S 3) _____ S 4) _____ S 5) _____
Argument & Use of Evidence	Has no clear line of argument or does not answer the question, has not identified relevant primary sources and analyzes evidence ineffectively.	Argument may be unclear or too simplistic, although student may make some good individual points; May have a line of argument, but one that doesn't fit the topic and the analysis of evidence remains at the surface.	Has a mostly clear line of argument, where one point usually leads to the next. Offers a sound analysis of primary sources that support the thesis statement.	Has a clear, insightful line of argument, where one point leads to the next. Analysis integrates a wide range of different sources as well as counterevidence persuasively to support a compelling thesis statement.	S 1) _____ S 2) _____ S 3) _____ S 4) _____ S 5) _____

Survey Assessment Instrument #2
History Department Core Courses: HIST 3000-Level and HIST4000-Level

Assessment Outcome: Analyze, interpret, and evaluate a variety of primary and secondary source materials.

Instructor: _____ Course: _____ Academic Year: 2015-2016

Objectives	Unsatisfactory (1)	Developing (2)	Proficient (3)	Excellent (4)	Score (S=student)
Historiographical Analysis	Provides insufficient or no historical and theoretical viewpoints at the surface. Does not present accurate overviews of other scholars' arguments.	Superficially summarizes historical and theoretical viewpoints. Offers general overviews of other scholars' arguments.	Explores some historical and theoretical viewpoints that provide a perspective on the past. Summarizes other scholars' main arguments.	Examines historical and theoretical viewpoints that provide a perspective on the past sophisticatedly. Soundly engages with other scholars' main arguments.	<u>S 1)</u> <u>S 2)</u> <u>S 3)</u> <u>S 4)</u> <u>S 5)</u>
Identification & Evaluation of Evidence	Does not provide sufficient or any evidence for points or refer much to the assigned materials.	Has some evidence, but the evidence may not be germane or well analyzed; does not take contradictory evidence into account.	Has some specific evidence drawn from the text and analyzes it fairly well; takes at least some contradictory evidence into account.	Has lots of specific evidence drawn from the text, giving multiple specific examples for each generalization, and analyzes it persuasively; takes contradictory evidence into account.	<u>S 1)</u> <u>S 2)</u> <u>S 3)</u> <u>S 4)</u> <u>S 5)</u>
Interpretation & Synthesis of Evidence & Prose	Selects irrelevant and insufficient primary and secondary sources. Does not apply appropriate evaluative standards of text in terms of credibility, position, and perspective. May read and contextualize some materials from the past incorrectly or not at all. Has an unacceptable number of spelling and grammar errors, shows poor prose style and insufficient length.	Identifies some credible primary and secondary sources, some of which may not be relevant to the chosen topic. May apply appropriate evaluative standards of text in terms of credibility, position, and perspective inadequately. May read and contextualize some materials from the past insufficiently. Fair prose style (weak word choices, unclear sentence construction and paragraphing) that limits cohesive flow of analysis.	Uses credible and relevant primary and secondary sources. Applies appropriate evaluative standards of text in terms of credibility, position, and perspective. Reads and contextualizes materials from the past. Offers good prose and clear sentences structures that link paragraphs analytically.	Engages credible and relevant primary and secondary sources. Employs appropriate evaluative standards of text in terms of credibility, position, and perspective. Reads and contextualizes materials from the past with sophisticated precision and detail. Employs sophisticated and effective prose.	<u>S 1)</u> <u>S 2)</u> <u>S 3)</u> <u>S 4)</u> <u>S 5)</u>

APPENDIX D

<u>Semester</u>	<u>Last Name</u>	<u>First Name</u>	<u>UTC ID</u>	<u>Status</u>	<u>Institution</u>	<u>Credit Hours</u>
Summer 2 2015 (continued into Fall 2015)	Hahn	Hannah	YQS569	Minor/Sr.	Public Art Chattanooga (MLK Mural)	1
Fall 2015	Hahn	Hannah	YQS569	Minor/Sr.	Public Art Chattanooga (MLK Mural)	2
Fall 2015	McDavid	Regine	WVT191	Major/Sr.	Public Art Chattanooga (MLK Mural)	3
Fall 2015	Hoback	Rebecca	HMD847	Major/Sr.	Envisioning History	3
Fall 2015	Saylor	Emily	RTB433	Minor/Sr.	Chattanooga History Center	3
Fall 2015	Adams	Melanie	VDQ627	Major/Sr.	Chattanooga History Center	3
Fall 2015	Carrillo	Pablo	TJX233	Major/Sr.	National Medal of Honor Museum (NMHM) & 6th Cavalry Museum (6CM)	1
Spring 2016	Hoback	Rebecca	HMD847	Major/Sr.	Museum Center at Five Points (Collections), Chattanooga History Center	3 (registered for 3)
Spring 2016	Hughes	Quinn	PFR232	Minor/Jr. (Psychology major)	Envisioning History	1 (registered for 1)
Spring 2016	Darroch	Melissa	SQS198	Minor/Sr. (Archaeology major)	Bessie Smith, Chattanooga History Center, Hunter Museum	1 (registered for 1)
Spring 2016	Penney	Roman	PQG119	Major/Sr.	Hunter Museum	3 (registered for 3)
Spring 2016	Hill	Scottie	MHQ385	Major/Sr.	Friends of Moccasin Bend NP	1 (registered for 1)
Spring 2016	Shamblin	Logan	WJR459	Major/Sr.	Envisioning History	3 (registered for 3)
Spring 2016	Waddell-Miller	Logan	YVS122	Major/Sr.	Bessie Smith, Chattanooga History Center, Museum Center at Five Points (Collections 1st, Education 2nd), Red Clay SP	3 (registered for 3)
Spring 2016	Scollin	Jared	WFC196	Major/Sr.	Hunter Museum, Chattanooga History Center	3 (registered for 3)
Spring 2016	Calvin	William	QQW846	Major/Sr.	Chickamauga NMP, Friends of Moccasin Bend NP, Envisioning History	3 (registered for 3)
Spring 2016	Russell	Timothy	RFK644	Major	Envisioning History	3 (registered for 3)
Spring 2016	Fresolone	Katie Marie	RWG945	Major/Sr.	Hunter Museum, People's History of Chattanooga, Red Clay SP	3 (registered for 3)
Summer 2016	Havens	Cody	LJD598	Major/Sr.	UTC Special Collections	3 (registered for 3)
Summer 2016	Eans	Matt	BZH822	Minor/Sr.	People's History, Envisioning History, Friends of Moccasin Bend	2 (registered for 2)
Summer 2016	Katzenberger	Meghan	VYQ931	Major/Sr. (Africana Studies Minor)	Jazanooga, Bessie Smith	3 (registered for 3)
Fall 2016	Cathey	Judith	TYV231	Major/Sr.	People's History, Hunter Museum, Friends of Moccasin Bend	2 (registered for 2)
Fall 2016	Abbott	Marley	VSQ889	Major/Jr.	People's History, Hunter Museum, UTC Special Collections	1 (registered for 1)
Fall 2016	Reed	Rebekah	SCZ634	Major (double with English)/Sr.	UTC Special Collections, People's History	2 (registered for 2)
Fall 2016	Dirksen	Caty	DLK512	Sec Ed/Sr.	UTC Special Collections, Museum Center at 5Points, Bessie Smith	3 (registered for 3)
Fall 2016	Swartwood	Katherine	KCW968	Major (double with Sociology)/Sr.	Bessie Smith, People's History, Hunter Museum	3 (registered for 3)
Fall 2016	Hoge	Chelsea	TVJ478	Major/Jr.	Friends of Moccasin Bend, Red Clay SP, Hunter Museum	3 (registered for 3)
Fall 2016	Bell	Sara	GJR747	Minor/Soph.	Red Clay SP, Friends of Moccasin Bend	3 (registered for 3)

History 4920 (46879): Internships in History (1-3 Credits)

Department of History
University of Tennessee at Chattanooga
Fall 2016

Michael D. Thompson, Ph.D.
UC Foundation Associate Professor
Department of History
University of Tennessee at Chattanooga

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Phone: 423-425-4565

COURSE DESCRIPTION

This course offers students an opportunity to apply their historical skills and discipline-based knowledge beyond the traditional classroom setting by working in partnership with an approved local, state, regional, or national non-profit institution or organization to preserve, interpret, and publicize the events, developments, and documentary artifacts of the past. Student interns will be assigned a History Department faculty sponsor and an on-site supervisor, both of whom will be responsible for evaluating the students' work and performance. History majors are permitted to take this course for upper-level elective credit only; it cannot be taken to fulfill the department's 4000-level requirement. Finally, UTC's ThinkAchieve initiative has designated this course for "Beyond the Classroom" credit, due to its inherent engagement with experiential learning.

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

Students will be able to recognize, analyze, and interpret both primary and secondary historical sources and evidence encountered during the internship experience, and develop historically appropriate questions concerning cause and effect, change over time, context, and contingency.

Students will be able to identify and assess both the strengths and limitations (e.g., rarity, detail, biases, omissions, exaggerations, conjectures, etc.) of primary and secondary historical sources and evidence encountered during the internship experience, and be able to judge the legitimacy and utility of such evidence when synthesizing logical and coherent historical narratives, arguments, and interpretations.

Students will be able to work collaboratively with on-site internship supervisors and institutional staff members to identify and assess problems, and overcome these challenges with innovative, creative, and historical-based solutions.

Students will be able to clearly and effectively communicate both orally and in writing their original and critical reflections upon the objectives, activities, and outcomes of their historical internship experiences.

Students will be able to integrate the historical knowledge and skills acquired through their classroom and individual study of the past with the internship tasks assigned to them beyond and outside of the traditional classroom setting.

STUDENT INTERN REQUIREMENTS

The completion and submission of the following documents is required to receive credit for the course. These documents (with the possible exception of the journal entries, which may be hand-written) should be typed with one-inch margins, double spaces, and 12-point Times New Roman font. Though there are no length requirements for these documents, they should be as detailed and reflective as possible. All documents should be submitted to faculty sponsors in hard copy or as email attachments, and revisions may be required. Finally, please note that unless otherwise requested, these documents and/or their contents may be shared with students' on-site supervisors.

Initial Proposal: This document should describe the students' objectives for their internship experiences and explain the specific skills and discipline-based knowledge that they expect to observe, learn, and apply during the course of the term. This proposal should be created in conjunction with and approved by interns' on-site supervisors, and then submitted to the students' History Department faculty sponsors at the commencement of the internship. ***Due on Monday, August 29, 2016.***

Weekly Journal: Students must create weekly journal entries documenting and critically reflecting upon their activities, experiences, and progress. These journal entries should be submitted electronically to the students' faculty sponsors at both the mid-point and end of the term. ***Due on Monday, October 10, and Tuesday, December 6, 2016.***

Mid-Term Report: Students should assess their goals as stated at the beginning of their internships, and reflect upon how and why these objectives are or are not being met at the mid-point of the internship experience. If necessary and appropriate, students also should change or adjust their original objectives and/or suggest what they might do differently to achieve their initial goals. ***Due on Monday, October 10, 2016.***

Final Report: Students again should assess their goals as stated at both the beginning and mid-point of their internships, and reflect upon how and why these objectives were or were not achieved. Students also should discuss what they learned during the course of their internship experiences. ***Due on Tuesday, December 6, 2016.***

ON-SITE SUPERVISOR REQUIREMENTS

On-site supervisors are required to submit to the appropriate History Department faculty sponsor both a Mid-Term Evaluation (***requested by Monday, October 10, 2016***) and Final Evaluation (***requested by Tuesday, December 6, 2016***) of their interns' performances. Both evaluations should describe the students' internship activities, skill usage and development, strengths, and weaknesses; the Midterm Evaluation should include a mid-course grade (using the general grading guide below), and the Final Evaluation should recommend an overall course grade. Though there are no length requirements for these evaluations, they should be as detailed as possible. Evaluations may be sent to the faculty sponsor as an email text or an attached document; a formal letter and signature is not required.

CREDIT HOUR REQUIREMENTS

- 1 credit hour – 50 total hours
- 2 credit hours – 100 total hours
- 3 credit hours – 150 total hours

GRADING GUIDE

- A = Excellent Work and Performance
- B = Good Work and Performance
- C = Adequate Work and Performance
- D = Poor Work and Performance
- F = Failing Work and Performance

INCOMPLETE POLICY

A grade of Incomplete (I) will be granted for this course only in the event of the most extraordinary circumstances and/or documented and legitimate emergency situations. The instructor reserves the right to determine what constitutes such circumstances and/or situations.

HONOR CODE STATEMENT

All students are expected to abide by UTC's Honor Code, which is in effect at all times and which prohibits all forms of academic dishonesty, including cheating and plagiarism. Any attempt to use the work of others as your own is grounds for failing the course and suspension or expulsion from UTC. In accordance with the policies of UTC, all violations of the Honor Code will be reported immediately to the Honor Court. The Honor Code is available for students to read carefully in the UTC Student Handbook. If you are unsure of what constitutes cheating or plagiarism, please consult the instructor and refer to the UTC Student Handbook (<http://www.utc.edu/dean-students/student-handbook.php>).

ACCOMMODATION STATEMENT

If you are a student with a disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) and think you might need special assistance or a special accommodation in this or any other course, please speak with the instructor as soon as possible. Also contact the UTC Disability Resource Center (DRC) at 423-425-4006 and/or go to their office in University Center 108. Please note that special academic accommodations will be provided only after the instructor has received official written notice from UTC's Disability Resource Center. These accommodations cannot be applied retroactively. It therefore is imperative that you contact the Disability Resource Center immediately if you think you may need special academic accommodations (<http://www.utc.edu/disability-resource-center/>).

If you feel that personal troubles, study and time management problems, career indecision, or any other difficulties are adversely affecting your success or progress at UTC, please contact the Counseling and Personal Development Center at 423-425-4438, go to their office in University Center 338, and/or visit <http://www.utc.edu/counseling-personal-development-center/>.

APPENDIX E

Catalog appendix

Professor John Swanson, Head

The Department of History offers an undergraduate major leading to the Bachelor of Arts degree in History. A major in history requires 39 credit hours of course work; a minor requires 18 credit hours. The department's faculty offer courses in American, European, Asian, African, Middle Eastern, and Latin American history. In all these courses, students will learn about particular historical subjects and their significance, and they will master skills that will allow them to succeed in any career they choose. These skills include critical thinking and analysis, written and verbal communication, cultural understanding, and a global perspective, which will help students become thoughtful and well-informed citizens and will prepare them for life and work in an increasingly globalized world. History is a liberal-arts discipline that prepares students for success in a wide range of fields, including education, business, international relations, public service, law, technology, library science, and historic preservation.

Mission:

The Department of History promotes excellence in teaching, scholarship, and research. Our mission is to ensure that our students engage critically with and understand historical events. We expose students to a broad range of historical periods and geographical areas and introduce them to a wide variety of primary and secondary historical sources. Students learn to formulate and advance arguments based upon research and, in so doing, acquire essential research, writing, and problem-solving skills. The department encourages and provides opportunities for students to explore their interests through a variety of elective courses, individual research projects (with the support of a faculty member), study abroad programs, and history-related internships. Our mission also includes the development and promotion of faculty research, with an understanding that our original contributions to the discipline directly benefit classroom instruction and help advance history as a field of human inquiry.

For more information on the value of a history degree in the competitive job market, please visit the History Department website.

HISTORY B.A. REQUIREMENTS

General Education

(see [Certified General Education Courses](#) for list of approved courses)

Rhetoric and Writing: (6 hours)

- Two approved courses in rhetoric and writing

Fine Arts and Humanities: (12 hours)

- Complete one approved course in each subcategory

Historical Understanding (3 hours)

Literature (3 hours)

Thought, Values and Beliefs (3 hours)

Visual and Performing Arts (3 hours)

Natural Sciences: (7-8 hours)

- Two approved natural science courses, at least one including a laboratory component

Behavioral and Social Sciences: (6 hours)

- Two approved behavioral or social science courses in two different disciplines

Mathematics: (3 hours)

- One approved mathematics course

Statistics: (3 hours)

- One approved statistics course

Non-Western Culture: (3 hours)

- One approved non-western culture course

Foreign Language

- Complete two years in one foreign language or equivalent through placement.

Minor Requirement

- Completion of a minor with a minimum 2.0 grade point average.

B.A. Program Requirements**39 hours in history including:**

- HIST 2100 Research and Writing in History #
- HIST 4020 The Historian's Craft: Seminars in History

Any 2 of the following:

- HIST 1110 World History from the Origins to 1400 #
- HIST 1120 World History from 1400 to the Present #
- HIST 2010 United States to 1865 #
- HIST 2020 United States since 1865 #

At least two courses each in the categories of United States, European, and World Histories (eighteen hours). Six hours must be 2000-level (*excluding 2010, 2020*) from different categories. Twelve hours must be 3000-level; students should have one course from each category at 3000 level.

I. United States History:

- **2000-level:**
 - HIST 2030 History of Tennessee #
 - HIST 2410 Colonial and Revolutionary America #
 - HIST 2420 Early National and Antebellum America #
 - HIST 2430 The Era of the Civil War and Reconstruction #
 - HIST 2440 Gilded Age to Jazz Age #
 - HIST 2450 Depression Era to Recent Times #
 - HIST 2460 History of the American South #
 - HIST 2920R Topics: Exploring American History
- **3000-level**
 - HIST 3420 Gender, Sex, and Society #
 - HIST 3450 African American History to 1865
 - HIST 3455 African American History since 1865
 - HIST 3460 American South to 1865
 - HIST 3465 American South since 1865
 - HIST 3470 American Popular Culture
 - HIST 3475 The Modern Civil Rights Struggle
 - HIST 3480 The City in American History
 - HIST 3920R Topics: Interpreting American History

II. European History:

- **2000-level**
 - HIST 2210 Medieval Europe, c. 300-1500 #
 - HIST 2220 Early Modern Europe, c. 1500-1800 #
 - HIST 2230 Modern Europe, c. 1800-present #
 - HIST 2930R Topics: Exploring European History
- **3000-level**
 - HIST 3110 Ancient Greece
 - HIST 3120 Ancient Rome
 - HIST 3200 Renaissance Culture and Society
 - HIST 3210 Reformation Europe and the World
 - HIST 3270 Under Hitler's Shadow: Europe 1929-1945
 - HIST 3280 The Holocaust
 - HIST 3300 History of England
 - HIST 3310 History of Modern Britain
 - HIST 3330 History of Modern Russia
 - HIST 3930R Topics: Interpreting European History

III. World Histories:

- **2000-level**
 - HIST 2610 History of Sub-Saharan Africa to c. 1800 #
 - HIST 2620 History of Sub-Saharan Africa, c. 1800-Present #
 - HIST 2810 East Asia in the Pre-Modern World #
 - HIST 2820 East Asia in the Modern World #
 - HIST 2850 Colonial Latin America #
 - HIST 2860 Latin America from Independence to the Present #
 - HIST 2880 History of the Modern Middle East #
 - HIST 2940R Topics: Exploring World Histories
- **3000-level**
 - HIST 3530 Southern African History
 - HIST 3560 Africa in the Atlantic World
 - HIST 3620 Modern China
 - HIST 3640 Modern Japan
 - HIST 3730 Native Society in Latin America
 - HIST 3940R Topics: Interpreting World Histories

The following courses may be approved by the department head for credit in the most appropriate regional category:

- HIST 3820 United States and the Middle East
- HIST 3950R Topics in the History of Science, Technology, and Medicine

At least one of the following 4000-level courses (three hours):

- HIST 4500R Special Topics in Historical Study
- HIST 4150 European Women's History to 1800
- HIST 4160 Nationalism and Ethnic Identity
- HIST 4170 Minorities in 20th Century Europe
- HIST 4850 History of Modern Iran
- HIST 4920 Internships in History

- HIST 4995R 2-semester Departmental Honors sequence (see your adviser for more details)

Six hours of HIST electives

Additional Information and Notes

2.0 GPA in all required major and related courses (including specified General Education courses).

Minimum of 39 hours of 3000 and 4000 level courses

Electives to complete 120 hours

See [Degree and Graduation Requirements](#) for additional requirements.

Also satisfies general education requirement.

ClearPath Showcase

ClearPath Showcases provide students with an opportunity to see program requirements defined in a semester-by-semester format. The ClearPath Showcases also provide students with important tips, pointers, and suggestions for staying on track with progress toward the degree. Students should also meet regularly with their academic advisor.

DESCRIPTION OF COURSES

HIST 1110 World History from the Origins to 1400

- This course will introduce students to human achievements in Eurasia, Africa, and the Americas from the origins of civilization to about the year 1400. Rather than taking a strictly chronological approach to civilizations and cultures, it will emphasize emerging cultures, traditions, and religions both as expressions of their time and place and as meaningful in our modern world

HIST 1120 World History from 1400 to the Present

- This course will focus on the evolution of multiple, autonomous cultural centers within Africa, Eurasia, and the Americas prior to 1400 to an interconnected global system in the present. Topics covered include exploration, colonialism, responses to industrialization, the spread of the nation-state, the rise of modern science, the impact of a global economy, ethnicity and nationalism, migration, and mass culture.

HIST 1999R Special Topics

2000s

HIST 2010 United States to 1865

- A survey of American History from the age of discovery to the present, with special attention to the peoples, ideas, and cultures that created the United States.

HIST 2020 United States since 1865

- A survey of American History from the age of discovery to the present, with special attention to the peoples, ideas, and cultures that created the United States.

HIST 2030 History of Tennessee

- A study of the political, economic, social, and cultural development of the state from the days of the Indians to the present.

HIST 2100 Research and Writing in History

- Introduction to principles and practices of historical research and writing. Emphasizes research methods and techniques, analysis of source material, construction of

historical arguments, and effective written presentation of material in multiple contexts.

- HIST 2210 Medieval Europe, c. 300-1500
- This course covers the history of the medieval period from the transformation of the Roman era through the end of the fifteenth century. This class will focus on themes like religious growth and change, the development of medieval social structures and institutions, and cultural interactions between Europe and its neighbors.
- HIST 2220 Early Modern Europe, c. 1500-1800
- This class looks at the processes, institutions, and relationships that “made” modern Europe. Special attention will be paid to religious, political, economic, and social development in this period of contradiction and intellectual tumult. Topics covered will include artistic, scientific, and religious movements; imperialism and exploration; Absolutism; Constitutionalism, and the Enlightenment.
- HIST 2230 Modern Europe, c. 1800-present
- This course surveys important themes and developments of European history from the beginning of the French Revolution to approximately the turn of the twenty-first century. Topics covered may include the balance of power in Europe and international relations; the rise of imperialism; the spread of industrial society; the problems of world wars and reconstruction; the decline of European colonial systems, and the diplomacy of the Cold War.
- HIST 2410 Colonial and Revolutionary America
- The colonial period of American history from the earliest settlements in North America to independence and the U.S. Constitution; the European background to colonization, colonial settlements, the development of colonial social, political, and economic institutions, and the causes, course, and consequences of the American Revolution.
- HIST 2420 Early National and Antebellum America
- The Constitution and presidencies of George Washington and John Adams; the War of 1812 and the emergence of nationalism; rise of the frontier; Jeffersonian and Jacksonian democracy, emphasis on political, social, and economic developments that forged the new nation.
- HIST 2430 The Era of the Civil War and Reconstruction
- The Old South and the causes of the Civil War; the leaders; the chief political, military, and economic developments from the Compromise of 1850 to the end of Reconstruction.
- HIST 2440 Gilded Age to Jazz Age
- An exploration of American political, social, economic, and cultural life in the United States from the 1870s to the 1920s; topics include urban inequality, industrialization, mass immigration, Progressive reform, Jim Crow laws, and 1920s popular culture.
- HIST 2450 Depression Era to Recent Times
- An examination of political, economic, and social aspects of the recent past, including post-World War II readjustments, the Cold War, the Kennedy years, the Vietnam trauma, and the downfall of the “imperial presidency.”
- HIST 2460 History of the American South
- The role of the South in the formation of the nation. Interpretations of the institutions and developments that made the South unique.
- HIST 2610 History of Sub-Saharan Africa to c. 1800

- A survey of the history of sub-Saharan Africa to the beginning of the nineteenth century. Topics will include social structures and economic systems; culture and technology; kingdoms and state formation; impacts of Islam and Christianity in Africa; African participation in regional and world trade networks; slavery and the global slave trade; and the early European presence in Africa.
- HIST 2620 History of Sub-Saharan Africa, c. 1800-Present
- A survey of the history of sub-Saharan Africa since the beginning of the nineteenth century. Topics will include the growth of indigenous empires in southern and West Africa; developments in family and communal life; impact of foreign traders, explorers, and missionaries and African responses to their presence; European colonial rule; African nationalist movements and independence; the Cold War; post-colonial social change; wars and failed states; current African trends and developments.
- HIST 2810 East Asia in the Pre-Modern World
- This class covers the history of East Asia from the earliest times to approximately the nineteenth century. Examining the histories and social structures of pre-modern China, Japan, and Korea, this class will cover not only the political narrative of these areas but also focus on literary, philosophical, cultural, and artistic achievements.
- HIST 2820 East Asia in the Modern World
- East Asia since the mid-19th century and the effects of the West; the Opium War, modernization, the Chinese Revolution of 1911, Japanese expansion, Pearl Harbor and Hiroshima, Mao Tse-tung and the Chinese Communists.
- HIST 2850 Colonial Latin America
- Survey of colonial Latin America beginning with contact with Spain in the 16th century until the movements for Latin America Independence in the first quarter of the nineteenth-century.
- HIST 2860 Latin America from Independence to the Present
- This course is designed as a survey of Latin American history from the movements for independence from Spain and Portugal beginning in the first quarter of the nineteenth century until the present. Specific topics will include the colonial heritage of Latin America, the roots of independence, the growth of nationhood, nineteenth- and twentieth-century economic development, *caudillismo*, and twentieth-century politics (particularly instances of dictatorship).
- HIST 2880 History of the Modern Middle East
- Background and setting of the modern Middle East; factors influencing Great Power strategy; Islam; rise and decline of the Ottoman Empire; imperialism and the breakup of the Ottoman Empire.
- HIST 2920R Topics: Exploring American History
- A survey course that may cover comparative or regional histories or themes (such as religious, economic, or gender history) that centers on the United States. Offered on demand.
- HIST 2930R Topics: Exploring European History
- A survey course that may cover comparative or regional histories or themes (such as religious, economic, or gender history) that centers on Europe. Offered on demand.
- HIST 2940R Topics: Exploring World Histories
- A survey course that may cover comparative or regional histories or themes (such as religious, economic, or gender history) that centers on a global area in Latin America, the Middle East, East Asia, or Africa. Offered on demand.

3000s

- HIST 3110 Ancient Greece
- A broad survey of the political, cultural, and social history of Ancient Greece. Topics may include Bronze Age culture, the Persian Wars, Classical Athens and Sparta, the rise of Macedonia, as well as the art, philosophy, and religion of Greece's polis-based society. May be registered as CLAS 3110. Credit not allowed in both HIST 3110 and CLAS 3110.
- HIST 3120 Ancient Rome
- This course provides a broad survey of the political, cultural, and social history of Ancient Rome from its founding to its transformation in the fifth century C.E. Topics covered include art, philosophy, and literature; the rise of bureaucratic government; the Roman economy; and life under the emperors. May be registered as CLAS 3120. Credit not allowed in both HIST 3120 and CLAS 3120.
- HIST 3200 Renaissance Culture and Society
- An exploration of the rise of humanism in fourteenth-century Italy and the spread of humanistic ideas into greater Europe and the responses to it throughout high culture, religion, government, the sciences, and expansion abroad to ca. 1600.
- HIST 3210 Reformation Europe and the World
- A study of the religious, political, social, and economic factors involved in the Protestant and Catholic Reformations as well as their impact on European culture and continued religious reform through the end of the seventeenth century.
- HIST 3270 Under Hitler's Shadow: Europe 1929-1945
- A comparative approach to the study of Europe from the outbreak of the economic depression in 1929 to the end of the second World War in 1945. Beginning with the rise of the National Socialist party, it examines political, cultural, and economic affairs in other areas of Europe, and the consequences of Hitler's increasingly brash foreign policy. The course also focuses on WWII in Europe, focusing on the subjugation of the continent to German control, the Holocaust, resistance movements, and ultimate defeat of Hitler's Germany.
- HIST 3280 The Holocaust
- This course is about the genocide of the Second World War known as the Holocaust. The focus will be on the people involved: the perpetrators, victims, and bystanders. We will look at the origins of the tragedy and try to understand how it came about. The course will also include discussions concerning how people involved and affected by what happened have come to terms with the mass murder of Jews, Roma, and others during the war.
- HIST 3300 History of England
- The history of Britain from the earliest times to the present; the first semester emphasizing constitutional and institutional developments to 1660; the second semester, the growth of political democracy, the British Empire, economic and social change.
- HIST 3310 History of Modern Britain
- The history of Britain from the earliest times to the present; the first semester emphasizing constitutional and institutional developments to 1660; the second semester, the growth of political democracy, the British Empire, economic and social change.

- HIST 3330 History of Modern Russia
- This course surveys the history of Russia with emphasis on the modern period. Topics covered include imperialism, absolutism, the Enlightenment, industrialization and its impact, as well as the revolutions and rise of Soviet Russia.
- HIST 3420 Gender, Sex, and Society
- An examination of shifting perceptions of gender and sexuality over the course of United States history; topics include ideas about interracial romance, sex censorship, the eugenics movement, the development of LGBT identities, shifting marital and familial norms, and the development of feminist thought.
- HIST 3450 African American History to 1865
- A survey course that may cover comparative or regional histories or themes (such as religious, economic, or gender history) that centers on the United States. Offered on demand.
- HIST 3455 African American History since 1865
- An exploration of the trials and triumphs that African Americans have experienced from Reconstruction to the present; topics include the Jim Crow era, the Great Migration, Civil Rights struggles, and black artistic and literary movements.
- HIST 3460 American South to 1865
- This course examines the history of the American South from European exploration of the southern coast and contact with the region's native peoples until the Civil War.
- HIST 3465 American South since 1865
- This course surveys post-Civil War southern history focusing on Emancipation, segregation, New Deal, civil rights movement, and rise of the Sunbelt addressing political, economic, and cultural changes.
- HIST 3470 American Popular Culture
- An exploration American history through the lens of popular culture, arts, and entertainments. Topics will include the development of American newspaper publishing, the early age of radio, escapist cinema in the Depression era, and the politics of popular music in the 1960s.
- HIST 3475 The Modern Civil Rights Struggle
- This course surveys the history of the modern civil rights movement by examining protests tactics, the impact of the Cold War, white mass resistance, and federal legislation; grassroots and charismatic leadership, white mass resistance, and the political, cultural, transnational legacies of the movement.
- HIST 3480 The City in American History
- Role of the city in American history from colonial times to the present; emphasis on emergence of the 20th-century metropolis; city planning, problems of modern mass living, and other topics peculiar to urban history also considered.
- HIST 3530 Southern African History
- A comparative historical study of the southern African region. Topics will include the societies and cultures of foraging, herding and agricultural peoples; pre-colonial states, empires, and trade; early European settlement and evolution of Euro-African communities; slavery and settler colonies; colonial rule and African responses; resistance, independence, and apartheid; independent states and societies; modern regional trends and developments.
- HIST 3560 Africa in the Atlantic World
- The history of African peoples and cultures from the perspective of their interactions with the Europeans and Americans with whom they shared the Atlantic World,

covering the period from its beginnings in the fifteenth-century until the early twentieth century. Topics will include contact between Africa and Europe and its impact on African societies; the Transatlantic slave trade and its impacts in Africa and the West; the development of African diasporas in the Americas; revolutions and abolitionism; European colonization in Africa; development of Western understandings of Africa; and “back to Africa” movements.

- HIST 3620 Modern China
- The history of China from the founding of the Qing Dynasty. A survey of the Chinese response to imperialism, revolution, political break-up, Japanese invasion, World War II, civil war, and communism. Special attention will be given to China under Mao and the Deng Xiao-Ping reforms that have transformed China into a global industrial power.
- HIST 3640 Modern Japan
- A survey of Japan since Perry and the Meiji Restoration. Topics will include Meiji industrialization, foreign policy and Japanese imperialism, economic and social change, the rise of militarism, WWII, occupation, postwar economic growth, political and cultural change, and Japan’s role as an economic superpower.
- HIST 3730 Native Society in Latin America
- This course covers indigenous society in Latin America from the period before contact with Europe until the beginning of the twenty-first century.
- HIST 3820 United States and the Middle East
- This course will examine the history of U.S. involvement in the Middle East and its relations with the countries of that region from 1789 through the present.
- HIST 3920R Topics: Interpreting American History
- A thematic or comparative course that centers on the United States. Offered on demand.
- HIST 3930R Topics: Interpreting European History
- A thematic or comparative course that centers on Europe. Offered on demand.
- HIST 3940R Topics: Interpreting World Histories
- A thematic or comparative course that centers on a global area in Latin America, the Middle East, East Asia, or Africa. Offered on demand.
- HIST 3950R Topics in the History of Science, Technology, and Medicine
- A thematic course that centers on a particular topic in the history of science, technology, or medicine. Offered on demand.
- 4000s**
- HIST 4020 The Historian's Craft: Seminars in History
- A seminar primarily intended for advanced majors in history or a related field. Focusing on specific topics in American, European, or World history, the course will help students master topics such as historiographical debate, analysis of historical evidence, and current historical methodologies.
- HIST 4500R Special Topics in Historical Study
- This course is an advanced seminar or colloquium for majors in history or a related field and will focus on a particular theme in American, European, or World history.
- HIST 4150 European Women’s History to 1800
- A survey of the history of European women in the medieval and early modern eras. Topics covered will include pre-modern ideas about gender and women; women’s role in and relationship to religion; women’s work; women’s position within the household; the effect of class, marital status, and urban vs. rural residence on women;

the emergence of women's rights; and the effect of historical changes such as the Reformation and capitalism on the condition of women. May be registered as WSTU 4150. Credit not allowed in both HIST 4150 and WSTU 4150.

- HIST 4160 Nationalism and Ethnic Identity
- This course is a seminar on nationalism and ethnic identity in Europe.
- HIST 4170 Minorities in 20th Century Europe
- In this course, we will look at three groups of minorities in twentieth-century Europe: Jews, Germans, and Roma and try to problematize the category of "minority," as we discuss historical events and circumstances.
- HIST 4850 History of Modern Iran
- This course examines the modern history of Iran with a focus on the period from 1800 to the present.
- HIST 4920 Internships in History
- Designed to provide practical experience with the materials and problems encountered by history professionals outside the traditional academic setting. Placements will be arranged on an individual basis.
- HIST 4995r Departmental Thesis
- Every semester. Requires University Honors approval. Department may have additional prerequisite requirements. Student must submit an Individual Studies/Research Contract to the Records Office at the time of registration.
- HIST 4997r Research
- HIST 4998r Individual Studies
- HIST 4999r Group Studies

APPENDIX F

Student Rating of Faculty
Fall 2015

History

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree Nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)	Unable to Judge (%)
The instructor is willing to help students.	73	13	8	3	2	1	1	2
The instructor encourages students to be actively engaged in learning the content of this course.	66	14	11	5	2	1	1	1
The instructor provides timely feedback on assignments and exams.	59	19	10	3	4	2	3	1
The instructor includes activities and assignments that help students learn the content of this course.	56	16	11	5	3	3	5	1
The instructor clearly communicates expectations of students for this class.	63	16	9	5	3	2	2	1
The instructor expects high quality work from students.	69	20	6	4	1	0	1	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	63	13	10	5	3	2	4	2

College of Arts & Sciences

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree Nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)	Unable to Judge (%)
The instructor is willing to help students.	71	15	7	2	2	1	1	1
The instructor encourages students to be actively engaged in learning the content of this course.	69	15	8	3	2	2	1	1
The instructor provides timely feedback on assignments and exams.	64	17	9	3	3	2	2	1
The instructor includes activities and assignments that help students learn the content of this course.	62	16	9	4	4	2	3	1
The instructor clearly communicates expectations of students for this class.	65	15	8	4	3	2	3	1

The instructor expects high quality work from students.	72	16	6	4	1	1	1	1
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	65	15	8	4	3	2	4	2

Total University

	Completely Agree (%)	Mostly Agree (%)	Slightly Agree (%)	Neither Agree Nor Disagree (%)	Slightly Disagree (%)	Mostly Disagree (%)	Completely Disagree (%)	Unable to Judge (%)
The instructor is willing to help students.	72	15	7	2	2	1	1	2
The instructor encourages students to be actively engaged in learning the content of this course.	70	15	8	3	2	1	1	1
The instructor provides timely feedback on assignments and exams.	64	17	9	3	3	2	3	2
The instructor includes activities and assignments that help students learn the content of this course.	63	16	9	4	3	2	3	2
The instructor clearly communicates expectations of students for this class.	65	16	8	3	3	2	3	1
The instructor expects high quality work from students.	73	16	6	3	1	1	1	2
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	65	15	8	4	2	2	4	2

Appendix: *Phi Alpha Theta Activities*

1. ***Initiation Ceremonies and New Initiates***
2. ***Student Conferences***
3. ***History Club/PAT Student Colloquia***
4. ***National History Day***

1. Initiation Ceremonies and New Initiates:

Date: February 24, 2011

Number of initiates: 7

Names: Megan Dale, Phoebe Dossett, Cara Gregory, Julia Hunter, John Licause, Sam Parfitt, and Charles Tomkins

Date: February 2012

Number of initiates: 3

Names: Noelle Boggs, Maggie Sauser, and Zachary Ridder

Date: February 6, 2013

Number of initiates: 16

Names: Thomas Anderson, Mark H. Babin, Elizabeth Ann Boatman, Christina Brown, Madison Danielle Burns, Bridget A. Camacho, Lindsay Caitlin Duprey, Loren-Marie Durr, Rachel L. Miller, Tommy L. Pettyjohn, Hannah Ruth Raines, John F. Romero Jr., Rebecca Bowen Sadler, James Joseph Warren Scott, Laura Toffoletto, and Heather S. Woolf

Date: January 8, 2015

Number of initiates: 6

Names: Barry Bookheimer, Maria Boone, Raymond Caldwell, Clarke Derrington, Katie Griffith, and Ember Lundy.

Date: April 25, 2016

Number of initiates: 20

Names: Rachel D. Carpenter, Pablo E. Carrillo IV, Olivia M. Cawood, Kathleen Venable Devore Matthew Eans, Rebecca June Hoback, Michael A. Holmes, Seth W. Johnson, Robert Austin Kippes, Olivia S. McDaniel, Brian J. Mitchell, Jonathan D. Moss, Jennifer Elizabeth Ness, Elijah Tanner Pack, Hannah C. Ragan, Jeff S. Schoonover, Hayden Alexander Seay, Daniel Schmidt Katherine S. Swartwood, and David T. Woodfin III

2. Student Conferences:

Conference: *Southeastern Tennessee Student History Conference:* UT-Chattanooga

Date: April 12, 2011

Presenters:

- Robert Foster, “The Collapse of Britain’s Global Empire in the Aftermath of World War II”
- Megan Dale, “Elizabeth’s Androgynous Image as Reflected in Shakespeare’s Comic Heroines”
- Paige Wiencke, “‘A Mystery in the Soul of State’: Elizabethan Intelligence Service”

- Sam Parfitt, “The Great Exhibition of 1851 and the Conflict of Modernity in Great Britain”

Conference: *Tennessee Regional Phi Alpha Theta Conference*, MTSU

Date: March 24, 2012

Presenter:

- Megan Dale, “Nancy Drew, Girl Detective: the Paradoxical Nature of Femininity in the 1950s”

Conference: *Southeastern Tennessee Regional Student History Conference*, Covenant College

Date: April 3, 2012

Presenters:

- Megan Dale, “Nancy Drew, Girl Detective: The Paradoxical Nature of Femininity in 1950s America”
- Maggie Sauser, “Evil Uncle, Villainous King? Richard III and the Disappearance of the Princes in the Tower”
- Rachel Miller, “Victorian Secularization Reconsidered: Religion and Politics in Britain, 1850-1900”

Conference: *Tennessee Regional Phi Alpha Theta Conference*, Belmont University

Date: February 23, 2013

Presenters:

- Noelle Boggs, “Vietnam, Riots, and Civil Rights: The Presidential Election of 1968”
- Maggie Sauser, “Girls Just Want to Have Fun”: Working-class Women and Leisure in New York City, 1880-1901.

Conference: *Southeastern Tennessee Regional Student History Conference*, Bryan College

Date: April 9, 2013

Presenters:

- Noelle Boggs, “Vietnam, Riots, and Civil Rights: The Presidential Election of 1968”
- Maggie Sauser, “Girls Just Want to Have Fun”: Working-class Women and Leisure in New York City, 1880-1901.

Conference: *Tennessee Regional Phi Alpha Theta Conference*, Tennessee Tech University

Date: February 22, 2014

Presenters:

- Zack Ridder, “Brides of Christ: An Examination of Female Sainthood”
- Loren-Marie Durr, “The Great Divide: The Debate over Women’s Freedoms and Opportunities in the Context of the Middle Ages and Renaissance”
- James J. W. Scott, “A ‘righteous judgment of God’: Genocide in Ireland, 1649-53”

Conference: *Southeastern Tennessee Regional Student History Conference*, Lee University

Date: April 8, 2014

Presenters:

- Loren-Marie Durr, “The Hagiographer and the Monk: A Critical Analysis of St. Athanasius’ Life of St. Antony”

- Ember Lundy, “‘Enemies of Humane and Civilized Life’: British Home-front Propaganda, 1914-1918.”

Conference: *Georgia Regional Phi Alpha Theta Conference*, Reinhardt University

Date: March 28, 2015

Presenters:

- Barry Bookheimer, “In the Water There is Freedom: The Maritime World in the Age of Slavery”
- Kaitlyn Giffith, “Eleanor of Aquitaine: A Life Extraordinaire”

Conference: *Southeastern Tennessee Regional Student History Conference*, Southern Adventist,

Date: April 15, 2015

Presenters:

- Kaitlyn Giffith, “Eleanor of Aquitaine: A Life Extraordinaire”
- Barry Bookheimer, “Ghost of the Twentieth Century: Anti-Semitism in Present-Day Hungary”

Conference: *Southeastern Tennessee Regional Student History Conference*, UT-Chattanooga

Date: April 14, 2016

Presenters:

- Ember Lundy, “Women and the French Revolution: Political Agency in the Quest for Citizenship and Rights”
- Robert Austin Kippes, “Through the Lens of Post-Anarchism: Iran”
- Alyssa Penpek, “Sedulius’ *Paschale Opus*”
- Melissa Darroch, “Mystery Tabby: An Archeological Investigation at Cannon’s Point, GA”
- Rebekah Kelly Reed, “The Desegregation of Public Schools in Chattanooga, Tennessee”

3. *History Club/PAT Student Colloquia*

Date: February 16, 2012

Presenters:

- Megan Dale, “‘Nancy Drew, Girl Detective’: The Paradoxical Nature of Femininity in the 1950s”
- Maggie Sauser, “Villainous Richard III (?) and the Disappearance of the Princes in the Tower.”

Date: November 13, 2012

Presenters:

- Rachel Miller, “‘Mother of Rome’: Livia Drusilla and the Construction of the Augustan Image”
- Cara Gregory, “A Crime against the German Race: Male Homosexuality in Nazi Germany”

Date: February 5, 2013

Presenters:

- Noelle Boggs, “Vietnam, Riots, and Civil Rights: The Presidential Election of 1968”
- Maggie Sauser, “‘Girls Just Want to Have Fun’: Working-Class Women and Leisure in New York City, 1880-1901”

Date: February 11, 2014:

Presenters:

- Zack Ridder, “Brides of Christ: An Examination of Female Sainthood”
- Loren-Marie Durr, “The Great Divide: The Debate over Women’s Freedoms and Opportunities in the Context of the Middle Ages and Renaissance”
- James J. W. Scott, “A ‘righteous judgment of God’: Genocide in Ireland, 1649-53”

Date: March 19, 2015

Presenters:

- Barry Bookheimer, “In the Water There is Freedom: The Maritime World in the Age of Slavery”
- Kaitlyn Giffith, “Eleanor of Aquitaine: A Life Extraordinaire”

4. National History Day Student Competition

Date: March 5, 2011

PAT-Member Judges: Cara Gregory, Sam Parfitt, Robert Foster, and Julia Hunter

Date: March 10, 2012

PAT-Member Judge: Cara Gregory