

**PROGRAM REVIEW SELF-STUDY  
2021-2022**

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

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## Preface

This review of the Department of History at the University of Tennessee at Chattanooga is intended to document and reflect upon changes to the program since the last such evaluation in 2016-2017, report on the present state and successes of the department, and highlight current and future challenges. Each of the following sections was written by a team of two or three faculty members, and this preface was prepared by the department head.

The History Department faculty are among the most vibrant, collaborative, and productive on campus. Over the past five years the full-time faculty has increased from thirteen to fifteen members, with the addition of two lecturer colleagues who have further diversified our course offerings and collective expertise (e.g., Native American history, public history, and environmental history). The department's faculty ranks have enjoyed remarkable stability of late, a testament to our emphasis on collegiality and peer support. In January 2020 the Dean's office approved History's request to create an associate headship, a new leadership position that has proven central to the department's recent and future progress. But History's tenure-track faculty are amid a transition from an untenured to a tenured majority, a shift that presents new opportunities as well as challenges. The support, professional development, and continued engagement of the department's associate professors is imperative over the next several years.

The History Department has benefitted from an improved and strong partnership with UTC's Development office. In addition to a steady stream of small contributions from alumni and community friends, the department has received three major gifts since the last review: the Bruce and Marta Metcalf Chair in History in 2018 (\$1,000,000 pledge); the Richard and Gulsen Peaslee Endowed History Professorship in 2019 (\$500,000 pledge); and the Russell J. Linnemann Memorial Endowment in History in 2021 (\$500,000 gift). The number of scholarships available to History majors also has doubled over the past several years. The department recently announced the inaugural Linnemann scholarships, and we look forward to awarding the first Blaine V. Mallette Memorial Scholarship to a first-generation major next academic year. There remains room for improvement in the area of alumni relations, however. The Dean has prioritized this important initiative, and department faculty are in the process of reconnecting with program graduates, collecting job and career data, and determining how to harness such information to even better recruit, support, and retain History majors.

Other institutional, college, and department priorities have included major mentorship; collaborative learning opportunities or cohorts; new and improved community partnerships; and website development and social media presence. Two years ago the college's relatively new student success center, the Hub, took on the formal academic advisement of our majors from the department's full-time faculty. We have been very fortunate to partner with a full-time professional advisor with undergraduate and graduate degrees in History, while also benefitting from the Hub's other resources and support. This transition has presented an opportunity to develop a mentorship program, through which faculty aspire to develop lasting relationships with majors, discuss the many career options for History graduates, and reveal elements of the "hidden curriculum" such as internships, study abroad programs, honors theses, and other high-impact practices. Despite concerted efforts over the past year, however, most History faculty have experienced limited responsiveness from their assigned mentees.

In recent Fall semesters History has offered first-year majors an optional one-credit course co-taught by the department head and the department's Hub advisor. This course helps ease our students' transition to college, orients them to the department's curriculum and

programming, and introduces them to all full-time members of the History faculty and many of the department's campus partners. As the College of Arts and Sciences prepares to launch a new residential college in Fall 2022, History is partnering with the Department of Political Science and Public Service to offer first-year majors in both programs a residential learning community (RLC) focused on political, historical, and social engagement. These RLC students also will interact with community partners, many of whom have supervised History interns, co-sponsored joint events, offered historical walking tours, or shared their expertise in department courses. Such mutually beneficial community relations, and many other program pursuits, are regularly featured and celebrated on the department's website and three social media pages (i.e., Facebook, Twitter, and Instagram, the latter two of which are new since the previous review).

The History Department does face additional challenges, of course. UTC is presently considering alterations to its general education curriculum. Given the department's substantial contribution and commitment to general and liberal arts education, even minor changes could pose threats while simultaneously stimulating curricular innovation. Like most History and many other humanities departments across the country, UTC History has experienced stagnant or declining major numbers. Despite an outstanding and dedicated faculty, fresh and relevant course offerings, and countless co- and extracurricular opportunities, the number of History majors peaked at 99 in Fall 2019 before a concerning decrease to 71 in Fall 2021 (History minors, meanwhile, increased from 55 in Fall 2019 to 59 in Fall 2021). Societal devaluation of the humanities and liberal arts, partisan political attacks on higher education in general and the historical discipline in particular, negative experiences in high school History classes, the foreign language requirement for students pursuing bachelor of arts degrees, and persistent myths about the limited career, employment, and income prospects of History majors are among the barriers to recruiting students into our program. Multiple attempts to introduce a bachelor of science degree (in addition to the existing BA), offer more specific and palatable career tracks, and ease the path of students migrating from the BS in Secondary Education/History quite frankly have been stymied. The department remains committed to recruiting and retaining as many History majors as possible, and recognizes there are additional ideas and actions to explore. But the program would profit from a renewed institutional commitment to decreasing or removing obstacles to growth. The interdisciplinary Africana Studies minor program, housed and nurtured within the History Department since 2016-2017, likewise would benefit from expanded support for the external hire of a permanent director.

One final and habitual concern is the quality and quantity of departmental space in Brock Hall. Since the last program review the History Department has improved its relatively small conference and seminar room. The Dean's advocacy recently helped secure additional office spaces vacated by another department, enough for all fifteen full-time faculty members to now have private offices spread across three floors of the building. Brock Hall is slated for nearly \$11,000,000 of improvements beginning as early as January 2024. But given the building's age and many needs (e.g., new roof, HVAC, windows, flooring, etc.), the department is concerned that the project will fall short of a full and necessary renovation. A dedicated student and multipurpose space, as well as a larger conference and seminar room, are essential to achieving department goals including the recruitment, retention, and support of History majors at UTC.

The following six sections of this report provide many additional details about the History Department at the University of Tennessee at Chattanooga. The faculty are grateful for this occasion to reflect upon both our achievements and shortcomings, and welcome candid and constructive feedback from university administrators and the external reviewer alike.

## **Part 1: Learning Outcomes**

1. Learning Outcomes – Criteria for Evaluation	
1.1	Program and student learning outcomes are easily identifiable.
1.2	Program uses appropriate evidence to evaluate achievement of program and student learning outcomes.
1.3	Program makes uses of this information from evaluation of program and student learning outcomes and uses results for continuous improvement.
1.4	Program directly aligns with institution’s mission.

### **Course Syllabi (criteria 1.1, 1.4)**

The History Department’s course offerings (including General Education classes) align with the department’s Student Learning Outcomes (SLOs), as detailed below. Faculty assign course readings, devise assessments, and evaluate student work according to curriculum goals at each appropriate level. Sample course syllabi (see Appendix A) illustrate our faculty’s commitment to and investment in the department and university’s missions. These syllabi clearly and carefully explain General Education and department-specific learning outcomes, and provide thorough descriptions of in-class expectations, written assessments, and carefully organized schedules for weekly readings.

Sample syllabi clearly show that faculty deliberately consider teaching methods, learning environments, and research instruction via creative methods, effective use of technology, and incorporation of experiential learning opportunities. Faculty balance unique instructional approaches and academic rigor while prioritizing expected learning outcomes. These syllabi show the integration of accessible, exciting, and well-developed pedagogy and assessment.

Survey courses at the HIST 1000-2000 levels (i.e., HIST 1110, HIST 1120, HIST 2010, and HIST 2020) introduce students to World and U.S. history, satisfying General Education requirements by presenting material across a range of temporal and geographic contexts (see Appendix B). Our instructors use textbooks, scholarly articles, media, and adapted primary sources. Student assessments include in-class participation (individually and in small groups), short written assignments, primary source analyses, quizzes, and comprehensive exams. Our survey courses, which are capped at 35 students per section, tend to function in lecture format, but faculty incorporate small-group discussions and activities that accommodate different learning styles among our students.

In addition to HIST 2010 and 2020, the department’s other HIST 2000-level survey courses examining Middle Eastern, East Asian, African, European, Latin American, and U.S. history expose students to more specialized historical knowledge and provide space for deepening existing skills, presenting new thematic and chronological issues, and balancing primary and secondary source readings. In addition, all majors must take HIST 2100, which introduces students to discipline-specific methods and conventions, as well as historical research and writing skills. In this course, students further develop their abilities to evaluate primary and secondary materials; identify and access digital databases and UTC’s archival and print collections; and elaborate and answer relevant research questions. Oral presentations and short, comprehensive written assessments enable faculty to evaluate student progress at multiple points during the semester. The theme of the course varies according to the preference/expertise of the instructor. 2000-level courses are capped at 35 students per section.

HIST 3000 level courses, which are capped at 25 students per section, provide the chance to put these skills into practice while offering a wider range of topics and themes. Increased reading loads and engagement with a broader range of theoretical and historiographical debates help push students' continued growth. Smaller class sizes allow students to practice program learning outcomes in class, through activities like small-group discussion and short primary source analyses, while also enabling instructors to give more detailed feedback on written work.

The B.A. in History culminates with HIST 4020 ("The Historian's Craft: Capstone in History"), required of all majors. Having reached this point, students are expected to identify a research question and carry out a self-directed and instructor-guided research project that produces a paper built around an original argument and that engages with the relevant literature. At the HIST 4000 level, other topics courses include similar goals and expectations. All HIST 4000 level courses, capped at 15 students per section, integrate peer-review exercises and progress reports to further improve students' skills and projects.

Course syllabi, from the HIST 1000 level to the HIST 4000 level, build on each other to develop students' exposure to and mastery of SLOs (see Appendix B). Students move from initial engagement with a broad body of historical knowledge; to more detailed work with primary and secondary sources; to analysis of cause, change, and contingency; to building historical arguments sustained with evidence; to expanding writing skills; and ultimately (at the HIST 4000 level) to demonstrating mastery of all SLOs.

### **Department/Learning Outcomes (criterion 1.1)**

The Department of History promotes students' critical engagement with an understanding of historical events. The course goals, classroom discussions, and assignments expose students to a broad range of historical periods and geographical areas through analysis of a wide variety of primary and secondary sources. Students learn to formulate and advance arguments based on independent research and grounded in historical evidence and, in doing so, acquire essential research, writing, and problem-solving skills that retain their value after the completion of the History degree. The department also facilitates and encourages student exploration of personal interests through various elective courses, individual research projects (supported by faculty members), study abroad and domestic study programs, and history-related internships. Our faculty's original scholarly contributions to the discipline directly shape and advance the department's curriculum and classroom objectives and help further history as a field of human inquiry. Faculty members strive to inspire a strong work ethic and leadership skills among students through experiential learning opportunities and directed extra-curricular activities.

To accomplish these goals, course instruction and student assessment focus on the following SLOs:

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.

History Department SLOs can be further broken down into several objectives, which are taken from the annual assessment rubrics:

- For SLO #1, objectives include:
  - a) Knowledge of historical period: Shows wide-ranging knowledge of historical period with a sophisticated understanding of historical context and engagement with scholarship.
  - b) Familiarity with geographic region: Demonstrates broad familiarity with the geographic region, including nuanced understanding of its social, political, cultural, and/or economic systems.
  - c) Awareness of historical perspective: Reveals a deep and broad engagement with the perspectives of multiple historical actors and groups.
- For SLO #2, objectives include:
  - a) Explanation of change over time: Provides deliberate and effective explanation of change over time; provides a cogent synthesis of sources that persuasively support an argument.
  - b) Identification of historical contingency: Contextualizes materials from the past with sophisticated precision and detail.
  - c) Description of causation: Uses historical examples to demonstrate causation in a cogent and sophisticated way; presents chronological and sound analysis of examples.
- For SLO #3, objectives include:
  - a) Historiographical analysis: Examines historical and theoretical viewpoints that provide a perspective on the past sophisticatedly; soundly engages with other scholars' main arguments.
  - b) Identification and evaluation of evidence: Deploys specific evidence drawn from the text, giving multiple specific examples for each generalization, and analyzes it persuasively; takes contradictory evidence into account.
  - c) Interpretation and synthesis of evidence and prose: 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.
- For SLO #4, objectives include:
  - a) Statement of open-ended research topic(s) and/or argument(s): Provides and explains relevant open-ended topic(s) and/or argument(s) in a cogent and persuasive manner.
  - b) Selection of sources: Engages diverse, credible, and relevant primary and secondary sources.
  - c) Use of evidence: Utilizes specific evidence drawn from the text, giving multiple specific examples for each generalization, and analyzes it persuasively; takes contradictory evidence into account; consistently and correctly evaluates texts in terms of credibility, position, and perspective.

- For SLO #5, objectives include:
  - a) Sources and citations: Deliberate and effective identification of a wide range of different primary sources; a cogent synthesis of secondary sources that persuasively support an argument; and demonstration of discipline-specific forms of citation and documentation that follow all formatting standards.
  - b) Presentation and organization: Developed introduction, persuasive analytical body of paragraphs, and sound conclusion employs sophisticated prose.
  - c) Argument and use of evidence: 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.

To ensure students' successful and timely graduation and competency in these skill sets, the department requires 39 hours of History courses and recommends a four-year path to graduation. For further details on program requirements and degree structure, see discussions in Part 2: Curriculum.

### **Yearly Assessment (criterion 1.2)**

The department utilizes a variety of tools and metrics to evaluate the achievement of the program and student learning outcomes outlined above. The primary method of evaluation is the department's annual assessment, through which selected learning outcomes are evaluated every year. The following outcomes were recently assessed:

- In 2016-2017, outcomes #3 and #5 were assessed.
- In 2017-2018, outcomes #3 and #5 were again assessed.
- In 2018-2019, outcomes #2 and #4 were assessed.
- In 2019-2020, outcomes #2 and #4 were again assessed; and outcome #1 was assessed.

The outcomes and objectives were assessed for the following courses:

- 2016-2017
  - Outcome #3
    - HIST 3420 (Gender, Sex, and Society)<sup>1</sup>
    - HIST 4020 (The Historian's Craft: Capstone in History)
  - Outcome #5
    - HIST 1120 (World History from 1400 to the Present)
    - HIST 2020 (United States since 1865)
    - HIST 2100 (Research and Writing in History)
- 2017-2018
  - Outcome #3
    - HIST 4020 (The Historian's Craft: Capstone in History)
  - Outcome #5
    - HIST 2020 (United States since 1865)
    - HIST 1120 (World History from 1400 to the Present)
    - HIST 2100 (Research and Writing in History)
- 2018-2019
  - Outcome #2

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<sup>1</sup> This class has since been redesigned and is currently HIST 3425: American Sexual Histories.

- HIST 1110 (World History from Origins to 1400)
    - HIST 2010 (United States to 1865)
    - HIST 2100 (Research and Writing in History)
  - Outcome #4
    - HIST 4020 (The Historian’s Craft: Capstone in History)
- 2019-2020
  - Outcome #2
    - HIST 1120 (World History from 1400 to the Present)
    - HIST 2020 (United States since 1865)
  - Outcome #4
    - HIST 2100 (Research and Writing in History)
    - HIST 4020 (The Historian’s Craft: Capstone in History)
  - Outcome #1
    - HIST 1120 (World History from 1400 to the Present)
    - HIST 2020 (United States since 1865)

The means of assessment consists of the review of four or five anonymous student papers for each course along with course assessment materials, such as assignment sheets and grading rubrics. Faculty other than the course instructors carried out assessment for this purpose, independent of the grading process. For each of the objectives outlined above, faculty gave each student paper a score between 1 and 4, with the scores representing the following:

- 1 – Unsatisfactory
- 2 – Developing
- 3 – Proficient
- 4 – Excellent

As three objectives are assessed per outcome, each student paper received a maximum of 12 points, with the scores representing the following:

- 0-3.99: Unsatisfactory
- 4-6.99: Developing
- 7-9.99: Proficient
- 10-12: Excellent

Within the context of this annual assessment process, the History Department presently defines success as 50% or more of students achieving overall scores of “proficient” or “excellent.”

A summary of assessment results and an evaluation thereof follow below. For additional assessment information and data, see Part 2: Curriculum, and Appendix C.

*Outcomes, Assessments, and Results:*

1. Synthesize a body of historical knowledge with range and depth in terms of period, region, and perspective.
  - a. Assessed 2019-2020
    - i. Out of 10 students assessed in core courses HIST 1120 and HIST 2020, course samples and evaluation showed that two students demonstrated

- “excellent” skills, five students demonstrated “proficient” skills, one student demonstrated “developing” skills, and two students’ skills were “unsatisfactory.” Students’ scores ranged between 3 and 12 (out of 12), and 7 of 10 students (70%) achieved success as presently defined.
2. Assess dynamics of causation, contingency and change over time in a variety of historical contexts.
    - a. Assessed 2018-2019
      - i. Out of 10 students assessed in core courses HIST 1110 and HIST 2010, course samples and evaluation showed that two students demonstrated “excellent” skills, five students demonstrated “developing” skills, two students demonstrated “proficient” skills, and one student’s skills were “unsatisfactory.” Students’ scores ranged between 3 and 12 (out of 12).
    - b. Assessed 2019-2020
      - i. Out of 10 students assessed in core courses HIST 1120 and HIST 2020, course samples and evaluation showed that three students demonstrated “excellent” skills, four students demonstrated “proficient” skills, one student demonstrated “developing” skills, and two students’ skills were “unsatisfactory.” Students’ scores ranged between 3 and 11.5 (out of 12), and 7 of 10 students (70%) achieved success as presently defined.
  3. Analyze, interpret and evaluate a variety of primary and secondary source materials.
    - a. Assessed 2016-2017
      - i. Out of 10 students assessed in core course HIST 4020 and HIST 3420, course samples and evaluation showed that five students performed “excellent skills,” and five students performed “proficient skills.” The student assessment scores ranged between 7 and 12.
    - b. Assessed 2017-2018
      - i. Out of 15 students assessed in core courses HIST 1120, HIST 2020, and HIST 2100, course samples and evaluation showed that two students performed “excellent skills,” five students performed “developing skills” and eight students demonstrated “proficient skills.” Students’ scores ranged between 4.5 and 9.5 (out of 12).
      - ii. Out of five students assessed in the core course HIST 4020, course samples and evaluation showed that two students performed “excellent skills,” and three students performed “proficient skills.” The students’ scores ranged between 7.5 and 11 (out of 12).
  4. Generate significant, open-ended questions about the past and devise and carry out research strategies to answer them.
    - a. Assessed 2018-2019
      - i. Out of 10 students assessed in the core courses HIST 2100 and HIST 4020, course samples and evaluation showed that three students demonstrated “excellent” skills, six students demonstrated “proficient” skills, and one student's skills were "developing." The students’ scores ranged between 6.5 and 12 (out of 12).
    - b. Assessed 2019-2020
      - i. Out of 10 students assessed in core courses HIST 2100 and HIST 4020, course samples and evaluation showed that six students demonstrated

“excellent” skills and four students demonstrated “proficient” skills. Students’ scores ranged between 7 and 12 (out of 12), and 10 of 10 students (100%) achieved success as presently defined.

5. Understand and use the formal styles of writing, narrative construction, and argument specific to the history discipline.
  - a. Assessed 2016-2017
    - i. Out of 14 students assessed in core courses HIST 2020, HIST 1120, and HIST 2100, course samples and evaluation showed that three students performed “excellent skills,” four students performed “developing skills” and seven students demonstrated proficient skills. The majority of students’ scores ranged between 8 and 12.
    - ii. Out of 10 students assessed in core course HIST 4020 and HIST 3420, course samples and evaluation showed that five students performed “excellent skills,” and five students performed “proficient skills.” The students’ scores ranged between 7 and 12.
  - b. Assessed 2017-2018
    - i. Out of 15 students assessed in core courses HIST 1120, HIST 2020, and HIST 2100, course samples and evaluation showed that two students performed “excellent skills”, five students performed “developing skills” and eight students demonstrated proficient skills. Students’ scores ranged between 4.5 and 9.5 (out of 12).
    - ii. Out of five students assessed in the core course HIST 4020, course samples and evaluation showed that two students performed “excellent skills,” and three students performed “proficient skills.” For outcome #2, students in the methods course demonstrated overall proficiency and met this learning outcome. The students’ scores ranged between 7.5 and 11 (out of 12).

From the launch of the department’s new curriculum in 2016 through the 2019-2020 annual learning outcomes assessment, student performance improved over the course of their major, moving into “proficient” and “excellent” as they advanced into upper-division courses. This demonstrates that the pyramid curriculum is effective in providing reinforcement and mastery of historical skills (see Appendix B).

2016-2017: Overall Recommendations for Improvement of Curriculum and Advisement for Majors: To further improve and maintain the proficiency skill-levels among majors and minors in the Department of History, current and new instructors at all levels align syllabi, assignments, and grading rubrics according to the new curriculum map approved in 2015. As part of the revised curriculum in 2014, core courses HIST 1010, HIST 1020, and HIST 1030 have been replaced with HIST 1110 World History from Origins to 1400 and HIST 1120 World History from 1400-Present. Through the annual assessment process, syllabi and assignments are reviewed to meet standardized expectations, ensure consistency across sections, and achieve student learning outcomes while allowing for individual instructors’ diverse and dynamic approaches in the classroom and selection of course materials. Full-time faculty share deliberate advisement strategies, materials, and content to ensure student progress and awareness of any important curriculum changes to the Clear Path (see Appendix D). Instructors offer practical

workshops with the assistance of UTC library staff to develop the research and writing skills of majors and minors. The department addresses learning outcomes through the curriculum map and assessment processes to better ensure all course instructors and materials follow consistent and standard guidelines. Library staff has responded to these changes by adjusting their instructional methods in History courses to align with the department's curriculum map to avoid repetition and ensure standardized practices in the classroom.

2019-2020: Overall Recommendations for Improvement of Curriculum and Advisement of Majors: During the 2019-2020 assessment cycle, the History Department established a more explicit criteria for determining student success. Within the context of this annual assessment process, the department presently defines success as 50% or more of students achieving overall scores of proficient or excellent. To maintain and increase the percentage of students achieving skill-level proficiency and excellence in History's core and introductory courses (i.e., HIST 1110, HIST 1120, HIST 2010, HIST 2020, HIST 2100, and HIST 4020), department instructors will continue to align course materials such as syllabi, assignments, and grading rubrics with the department curriculum and student learning outcomes approved in 2015. Department faculty also will continue to review course materials from the core and introductory courses listed above to better ensure outcome alignment and general consistency across sections, while allowing for individual instructors' diverse and dynamic approaches in the classroom and selection of course materials. Despite the challenges of COVID-19, tenured faculty regularly observe tenure-track faculty, and tenured and tenure-track faculty participate in the observations of lecturers and adjuncts. Despite the transition of primary academic advisement to the College of Arts and Sciences' student success center, The Hub, tenured and tenure-track faculty continue to share advisement strategies, materials, and content with non-tenure-track instructors to ensure student progress and awareness of any important curriculum changes and the department's Clear Path (see Appendix D). History instructors – especially those in HIST 2100, which now is designated as an Experiential Learning/Beyond the Classroom course – also partner with UTC Library faculty and staff to offer practical workshops designed to develop and further the research, writing, and methodological skills of majors, minors, and General Education students. Finally, the department informs full-time faculty, adjuncts, and Library faculty and staff about student learning outcomes through the curriculum map and assessment processes to ensure all course instructions follow consistent and standard guidelines. Library faculty and staff have adjusted their instructional methods for History courses to align with the department's curriculum map, and to avoid repetition and ensure more standardized practices in the classroom.

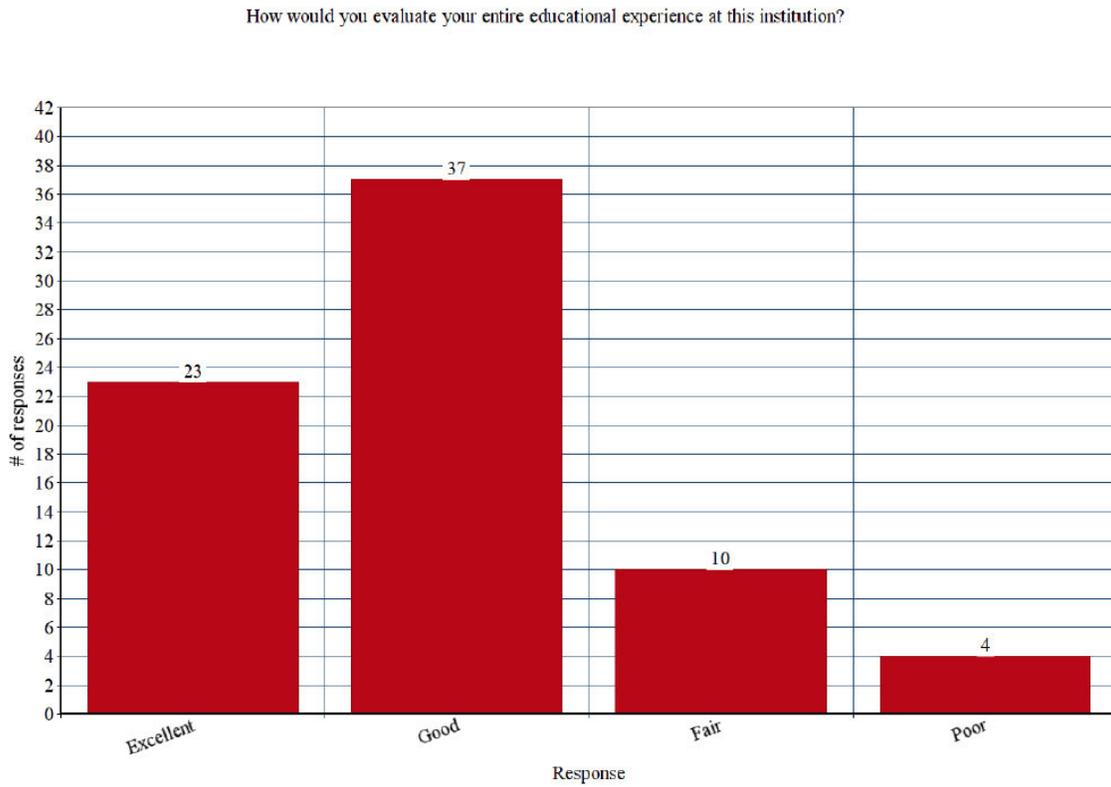
### **Additional Assessment Metrics (criteria 1.2, 1.3, 1.4)**

#### *A. National Survey of Student Engagement*

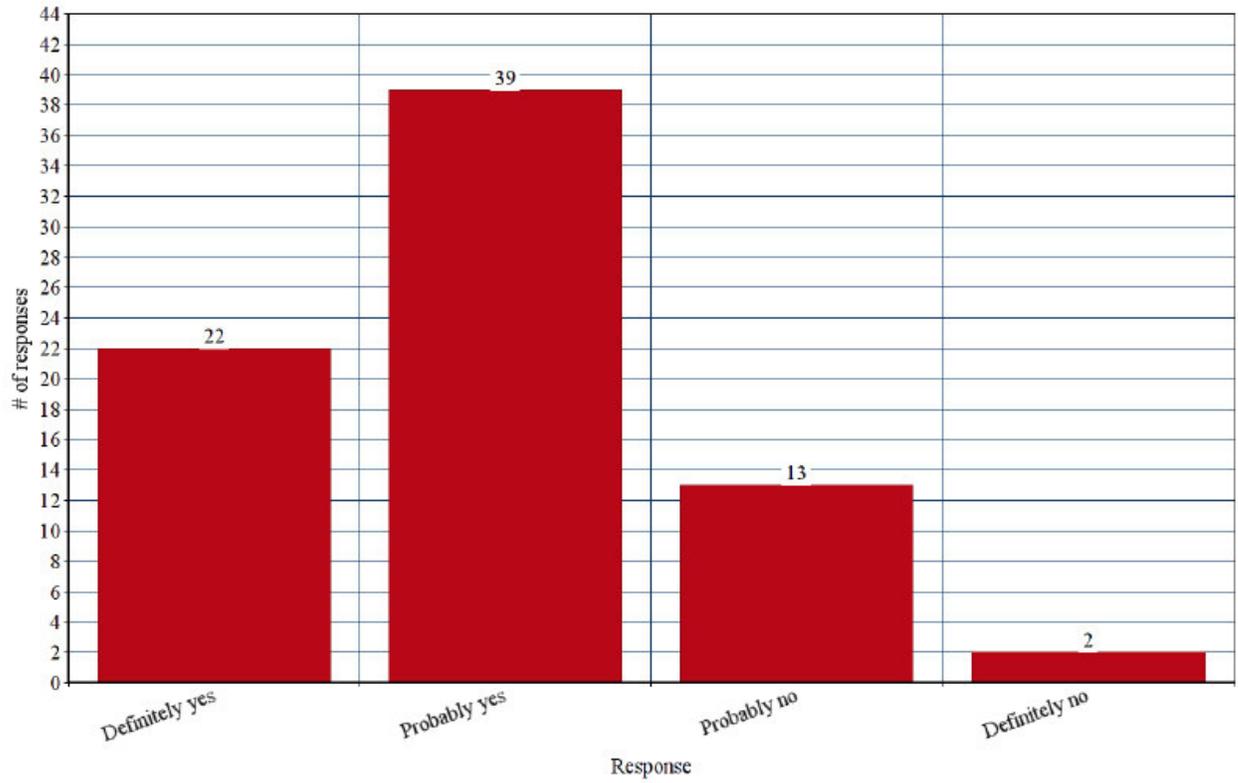
Each year, the National Survey of Student Engagement (NSSE) asks students in higher education several questions related to their experiences and publishes those results. This data offers additional insight into the quality of students' instruction, their feelings of satisfaction regarding their education, and their progress with respect to SLOs.

Select relevant data from NSSE surveys conducted over the five-year period under review (2017-2021) are included below. Broadly, the data show that the majority of History majors evaluate their experiences in the department positively, ranging from the quality of the education to

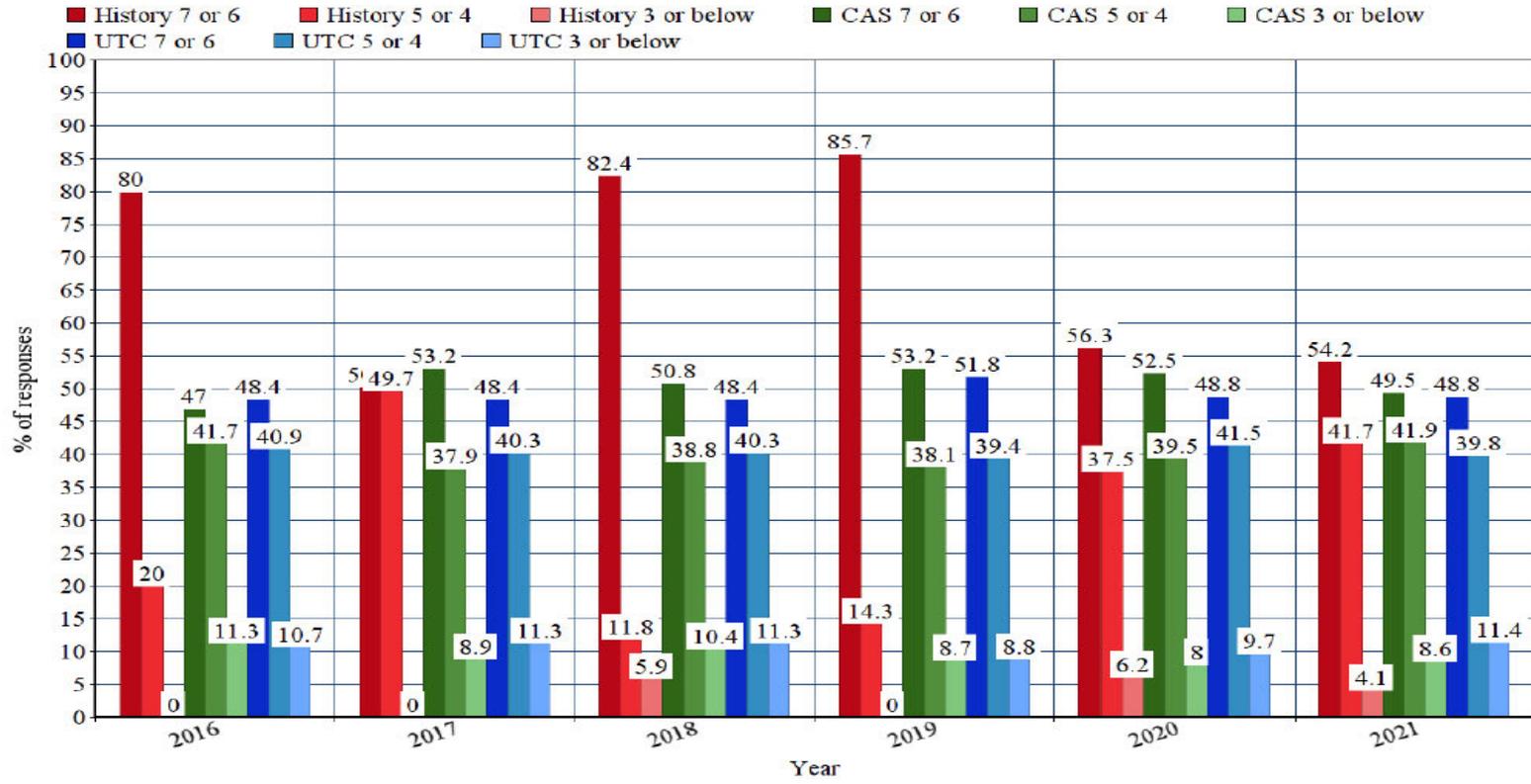
overall feelings of satisfaction, to the quality of interactions with instructors in the History Department. Where comparative data is available, History majors generally describe positive outcomes at rates equal to or higher than the rates for all UTC graduates.

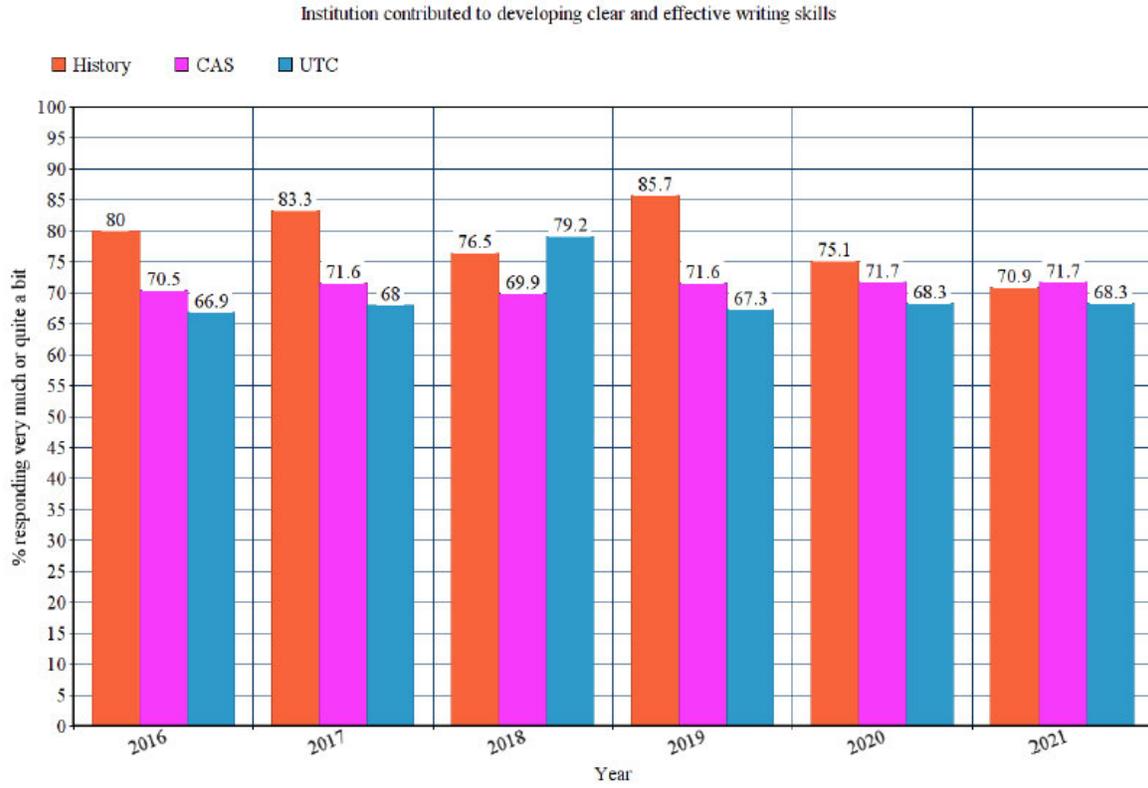


If you could start over again, would you go to the same institution you are now attending?



Quality of interactions with faculty members





Note: CAS is the College of Arts and Sciences

### *B. Course Evaluations*

UTC requires student course learning evaluations for every class each semester. Though the History Department recognizes the implicit bias of these evaluations and their potential to give voice to and reproduce harmful prejudices, certain questions on these evaluations can nevertheless be useful for considering students’ engagement with program learning outcomes. Use of student course evaluations for tenure and promotion decisions is limited, but faculty does utilize this feedback as appropriate to improve courses and continue to develop pedagogy.

### **Conclusion**

Having gone through a dramatic restructuring of the department curriculum during the previous five-year period, this last five-year span marks the first opportunity to put into practice these new approaches. The five SLOs outlined in the second section above provide a tiered structure for classes that accomplishes two complementary goals. First, with respect to those students fulfilling General Education requirements through History courses, the relevant SLOs promote critical thinking, analytical reading, historical understanding, and comprehensive engagement with broader historical processes, all of which are central components of a robust liberal arts education. Second, for majors the SLOs build on each other, allowing students to

develop their skills throughout their undergraduate career. These objectives continue to guide faculty in course design and assessment construction; therefore, feedback from various sources helps the continued evolution of these methods. Our learning objectives have been carefully designed and implemented and are a critical scaffold for the department's mission. Further, our courses, learning objectives, and curriculum directly align with UTC's mission by promoting student engagement along various avenues both within and outside of the classroom; by promoting diversity and inclusion through deliberate selection and engagement with course content and by fostering inclusive spaces for learning; and by maintaining active links to the greater Chattanooga community and ensuring that our work as instructors and scholars contributes to that community.

## 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 and Recent Revisions (criteria 2.1, 2.2)

In 2016, the department overhauled our curriculum and program structure. This change streamlined the training of History majors and made explicit the meaning behind the different numerical levels of courses (see Appendix B, which is also applicable for criteria 2.2, 2.4, 2.6, 2.7). Since the inception of the Curriculum and Advising Coordinator (CAC) position for the department in AY 2018-2019, we review and revise the curriculum yearly. This encourages pedagogical review and gives faculty an ongoing opportunity to revise or add courses to the catalog as they choose (see Appendix E for the course catalog, or view it online here: <https://catalog.utc.edu/content.php?catoid=38&navoid=1422>). The process begins with an evaluation of courses in the catalog by the department head and CAC, and then a general call to full-time faculty (both tenured/tenure-track faculty and lecturers) for curriculum changes. This call asks for faculty to review their catalog courses and suggest changes to the title or catalog language as necessary. We also request new course proposals that faculty have developed and piloted as topics courses that they wish to teach on a permanent basis so we can add them to the catalog. All changes to the curriculum are voted on by the department and that vote is included in UTC's online curriculum software, Curriculog (see <https://www.digarc.com/solutions/curriculum-management/> for more information on Curriculog; see Table 2.1 for a list of these course changes and new classes since 2017).

We recognize that our majors and affiliated students, such as Secondary Education/History majors, need particular History courses offered at certain times to maintain their trajectory to graduation in a timely fashion. For example, we offer our introductory and capstone historical methods courses (i.e., HIST 2100 and HIST 4020) in both Fall and Spring semesters,

as well as at least two different 2000-level courses, such as Colonial Latin America and Medieval Europe. When we plan course schedules, faculty are always asked for a selection of classes they would like to teach, as well as their preferred days/times, and the schedule is set by our associate department head. The frequency and distribution of our non-introductory level courses is determined mostly by the associate department head, but usually in consultation with the CAC to make sure all catalog courses are taught in a regular rotation. If a course seems to be needed that is not offered the associate department head or department head will contact the corresponding faculty member to request it. Courses offered during summer semesters are usually introductory surveys that fulfill General Education or Secondary Education/History requirements, but we try to have at least one upper-division course available for students, as well.

**Table 2.1: Course Changes and New Classes since 2017**

<b>Course Changes</b>	<b>New Classes</b>
History of Africa, c.1800-Present (new title)	History of Epidemics and Society
Modern East Asia (new title and description)	American Public History
History of England, pts I-II (new title and description)	American Sexual Histories
Modern China (new title and description)	Queer American History
Modern Japan (new title and description)	The Civil War in American Memory
European History sequence: medieval, early modern, modern—new titles and descriptions (in process)	Gender and Sexuality in Modern East Asia
History of the Modern Middle East (description; in process)	Memories of WWII in East Asia
The United States and the Middle East (description; in process)	Ancient Near East and Egypt (in process)
History of Modern Iran (description; in process)	Food and Southern History (in process)

**Pedagogy and Mastery of Outcomes (criteria 2.3, 2.4, 2.7, 2.9)**

Students usually first engage with the History degree online, either through the Curriculum section of the History Department website or the undergraduate course catalog (see Appendix E), both of which offer clickable course descriptions (for a list of these descriptions, see <https://www.utc.edu/arts-and-sciences/history/curriculum/all-courses> or <https://catalog.utc.edu/content.php?catoid=38&navoid=1422>). The catalog also includes a “Clear Path for Advising” (see Appendix D), designed to present program requirements in a semester-by-semester format (<https://www.utc.edu/sites/default/files/2021-06/cas-history-ba-2021.pdf>).

Within the degree, the scaffolded program Student Learning Outcomes (SLOs), which introduce discipline-specific research methods in successive course levels, are reflected in course syllabi (criteria 2.4, 2.5, 2.6, 2.9, 2.10). For example, in Fang Yu Hu’s World History from 1400-Present, students complete a discussion leader assignment requiring simultaneous engagement with curricular outcomes 1-3 (see HIST 1120 in Appendix A). In 2000-level Exploring History and 3000-level Interpreting History courses, students are expected to analyze, interpret, and evaluate sources in a more sustained manner by, for example, writing structured critical

evaluations of historical monographs (see HIST 2230 and HIST 3425 in Appendix A). Finally, in 4000-level seminars, students master the program’s five learning outcomes through the completion of student-led research projects. These assignments require students to formulate independent research questions, devise appropriate research strategies to answer those questions, and present their findings in significant pieces of historical writing (see HIST 4020 in Appendix A).

The use of technological methods to enhance student learning takes a variety of forms in the program’s course offerings. Many courses take advantage of digitized primary sources. For example, Queer American History, asks to identify and analyze primary sources hosted as part of a digital exhibit (see HIST 3425 in Appendix A) (criteria 2.3, 2.10). Students also may work with digital recording technology to complete major course assignments, as in Colonial Latin America, where students may submit their final project in the form of a video lecture or podcast, an option that allows them to develop oral communication skills and practice presenting research findings to diverse audiences (see HIST 2850 in Appendix A) (criteria 2.3, 2.9).

### ***General Education***

The department plays a strong role in UTC’s General Education program. We contribute 23 courses over four categories, as seen in Table 2.2. Overall, nearly all 1000- and 2000-level courses offered in our department have been certified for the General Education category Historical Understandings (HU), except for topics courses. Several courses also bear additional certifications for other General Education categories such as Rhetoric and Composition II (RCII), Non-Western Cultures (NWC), and Thought, Values, and Beliefs (TVB). The SLOs of our introductory courses also align with the outcomes of UTC’s General Education program; therefore, 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.

**Table 2.2: History Courses serving General Education**

<b>Number</b>	<b>Course Title</b>	<b>Category</b>
HIST 1110	World History from the Origins to 1400	HU, NW, TVB
HIST 1120	World History from 1400 to the Present	HU, NWC
HIST 2010	United States to 1865	HU
HIST 2020	United States since 1865	HU
HIST 2030	History of Tennessee	HU
HIST 2100	Research and Writing in History	RCII
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 <sup>2</sup>	HU, TVB
HIST 2210	Medieval Europe, c. 300-1500	HU
HIST 2220	Early Modern Europe, c. 1500-1800	HU

<sup>2</sup> Decertified in 2020 at request of faculty.

HIST 2230	Modern Europe, c. 1800-present	HU
HIST 2510	History of Epidemics and Society	HU, NWC
HIST 2610	History of Sub-Saharan Africa to c. 1800	HU, NWC
HIST 2620	History of Africa, c. 1800-Present	HU, NWC
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

### ***Assessment of History Courses for General Education and SACSCOC***

The department participates in assessment for SACSCOC on two levels: through General Education and SLO review. General Education assessment for SACSCOC occurs annually, at the request of Lauren Ingraham, the Vice Provost for Curriculum and New Program Development. These requests focus on assessing UTC’s General Education Goals (see <https://www.utc.edu/academic-affairs/general-education>). The department head and Curriculum and Advising Coordinator identify courses that fulfill the goal under review and provide Academic Affairs a list of those faculty who would be willing to provide student artifacts for assessment. These artifacts are gathered through UTC’s Learning Management System, Canvas, with students’ permission and are anonymized prior to submission in Fall semester, where they are read and assessed by a campus-wide team at the beginning of Spring semester.

For SLO review, the department has been required to undergo yearly assessment of its outcomes. Our outcomes map student progress from introduction to mastery of historical skills, and the department considers success as 50% or more of students achieving overall scores of “proficient” or “excellent” for these annual assessments. We usually assess core courses that are taught every semester: the World history sequence (HIST 1110/HIST 1120), the U.S. history sequence (HIST 2010/HIST 2020), and the introductory methods/capstone sequence (HIST 2100/HIST 4020). The associate department head requests five anonymous assignments from across all sections that are taught by an individual instructor. These assignments are then assessed by a team of History faculty members according to the rubrics laid out in Part 1: Learning Outcomes.

### **The Department and the Discipline of History (criterion 2.5)**

The curriculum also embraces the American Historical Association’s (AHA) goal of defining and articulating the results of a successful completion of a History degree, as per their ongoing “Tuning Project,”<sup>3</sup> which is geared toward enriching the entire discipline on a national level. Our 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.

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 AHA’s report, “Liberal Learning and the History Major”

<sup>3</sup> For more information on the Tuning Project, see: <https://www.historians.org/teaching-and-learning/current-projects/tuning/history-discipline-core>.

(updated 2007), the program emerges as thoroughly mainstream.<sup>4</sup> 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 (HIST 1110, HIST 1120) and U.S. History (HIST 2010, HIST 2020)
- a course expressly designed to acquaint students with the diversity of the global setting in which they live
  - World History, both halves (HIST 1110, HIST 1120)
- a course in historical methods
  - Research and Writing in History (HIST 2100)
- research seminars with significant writing requirements that integrate or synthesize
  - The Historian's Craft: Capstone in History (HIST 4020); Special Topics in Historical Study (HIST 4500r)

The pyramidal structure of the major (see Appendix B) is likewise consistent with the AHA's recommendations, which stress a clear sense of coherence and sequence in course offerings and the development of increasingly higher-level thinking, writing, and analytical skills as students progress through the program. Finally, our department core outcomes are in harmony with many of the core competencies and learning outcomes outlined in the AHA's 2016 "History Discipline Core," which stress the building of historical knowledge, the development of historical research methods, and the recognition of historical complexity in source material and scholarly argument.

### **Foundations, Rigor, and Research Opportunities (criteria 2.6, 2.7, 2.8, 2.10)**

The curriculum is designed to provide students with several opportunities to participate in research. As part of the History B.A., students complete a course in historical methods and research, Research and Writing in History (HIST 2100). Students are encouraged to take HIST 2100 in the Spring semester of their first year as part of a foundation for more advanced electives. Students also complete at least two research seminars with significant research and writing components: the History capstone (HIST 4020), in which students complete a major piece of historical research and writing, and an additional 4000-level course, such as a seminar, internship, honors thesis, or independent study. Writing assignments in 3000-level courses vary in nature, but students may also be required to complete smaller-scale research papers in these courses, ranging in length from six to nine pages. Students may also pursue the departmental honors sequence, in which they propose, research, write, and defend a large work of original research (typically 50-60 pages in length). The department's chapter of Phi Alpha Theta also focuses on the presentation of student research at local and state-level conferences. Finally, students may pursue research-related internship opportunities through the department's internship program (HIST 4920r).

Through its internship program, the department offers students the opportunity to develop their historical and critical thinking skills outside the classroom while at the same time exploring potential history-related career paths (criteria 2.6, 2.8). Internships are arranged on an individual

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<sup>4</sup> [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)).

basis in consultation with the Internships Coordinator and allow students to pursue a wide range of research- and service-related opportunities (criterion 2.10). In the past five years, the program has regularly placed students with UTC Special Collections, the National Medal of Honor Heritage Center, National Park Partners, and Red Clay State Park, among other institutions. In the past five academic years, participation in the internship program has ranged from nine students in 2018-2019 to 20 students in 2015-2016. In the last academic year, 15 students completed internships. Michael Thompson has served as the coordinator of the internship program since 2015. Internships and the associated 4000-level course (HIST 4920r) are offered every semester (criterion 2.2). The internship program and its associated course are integrated with UTC's ThinkAchieve initiative, which promotes experiential learning. Students are able to earn "Beyond the Classroom" credit by completing HIST 4920r. 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. The department's other ThinkAchieve designated courses are: Research and Writing in History (HIST 2100); Michael Thompson's American South to 1865 (HIST 3460); Susan Eckelmann Berghel's African American Women, and Mark Johnson's new Food in Southern History class (HIST 4370).

### Part 3. Student Experience

3. Student Experience – Criteria 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 value instructor and student course learning evaluations. We embrace the university's position that these evaluations serve two important purposes. First, it seeks "to provide feedback to help each individual instructor improve the quality of instruction." Second, it seeks to "help UTC make decisions about courses and faculty."

We believe that the department has more than adequately provided students with opportunities to evaluate the department's instruction and curriculum. Each course taught at UTC is evaluated each term, except those courses classified as "thesis, dissertation, independent study, clinical, co-op, exchange, and student teaching." All course evaluations are administered online confidentially through MyMocsNet and managed through the Office of Planning, Evaluation, & Institutional Research (OPEIR). Students may complete the evaluations during the last three weeks of instruction before final exams begin.

The questions on the course evaluations changed in the 2019-2020 academic year to provide a more holistic review of instruction. Before the 2019-2020 academic year, the course evaluations consisted of seven Likert-scale survey questions on a 1- to 7-point scale, with seven as the highest score, four as the neutral score, and one as the lowest score:

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.

Students could include additional comments in the "Open comments" section in the older course evaluations.

The new and current set of course evaluation questions consist of six sections:

- course learning outcomes

- student contributions to learning
- course content and delivery
- course instruction
- course changes and improvements
- History additional questions

The first four sections contain Likert-scale survey questions that provide the ratings range from one to seven, with seven as the highest score possible, four as the neutral score, and one as the lowest score possible.

Section 1 - Course Learning Outcomes contains these statements/questions:

1. I am aware of the learning outcomes of this course, as stated in the syllabus.
2. The course content addresses the learning outcomes of the course.
3. The course structure (organization) assists me in achieving the learning outcomes of this course.
4. I am achieving the learning outcomes of this course.

Section 2 – Student Contributions to Learning contains these statements/questions:

1. I keep up with all course readings and assigned work.
2. On average, how many hours per week are you spending on this course?: 0-2 hours, 3-5 hours, 6-8 hours, 9-10 hours, more than 11 hours

Section 3 - Course Content and Delivery contains the following statements/questions:

1. The course encourages my use of critical thinking skills.
2. The way this course is delivered encourages me to be actively engaged.
3. The components of this course that assist me the most with my learning are: (choose all that apply) Active discussion, Experiential learning, Hands-on activities, Research activities, Case studies, Group work, Lecture, Exams/Quizzes, Written Papers, and Homework.
4. Open-ended question: Please list components of this course not listed above that assisted with your learning.

Section 4 - Course Instruction contains these statements/questions:

1. The instructor is willing to assist me with achieving the course learning outcomes.
2. The instructor provides constructive feedback on my coursework.
3. The instructor responds to my questions and emails within the time-frame stated in the syllabus.

The last two sections, “Course Changes and Improvements” and “History Additional Questions” contain open-ended questions.

Section 5 - Course Changes and Improvements contains these questions:

1. What are the strengths of this course?
2. How might this course be improved?
3. Please provide any additional comments you would like to share.

Section 6 - History Additional Questions contains these questions, generated by the department:

1. Are you a History major, History minor, or Secondary Education/History major? If yes, which one?
2. Why did you decide to become, or not become, one of these majors?
3. Which History Department resources or activities do you utilize (for example, the Lunch, Learn & Link series, History Club, Phi Alpha Theta, etc.)? Which ones would you like to be offered?
4. Which courses would you like the department to offer in the future?
5. What are your post-graduation plans?

Student ratings on the course learning evaluation from Fall 2020 indicate the following:

- 96 percent of students agreed somewhat, agreed, and strongly agreed with the statement, “The course content addresses the learning outcomes of this course.”
- 90 percent of students agreed somewhat, agreed, and strongly agreed with the statement, “The course structure assists me in achieving the learning outcomes of this course.”
- 91 percent of students agreed somewhat, agreed, and strongly agreed with the statement, “The course encourages my use of critical thinking skills.”
- 88 percent of students agreed somewhat, agreed, and strongly agreed that “the instructor is willing to assist me with achieving the course learning outcomes.”

These percentages suggest that students are learning in History courses and faculty members have provided an effective learning environment for students.

Student evaluations of course learning are officially reviewed twice yearly by the department head and the department’s Reappointment, Tenure and Promotion Committee (RTP). The first is through the university-mandated annual performance review process. All full-time faculty undergo the Faculty Evaluation and Development by Objectives (EDO), where faculty teaching is one of three performance areas assessed (the other two being research and scholarship). The second means by which course learning evaluations are assessed is through the Reappointment, Tenure, and Promotion (RTP) process. As a general policy, administrators reference student evaluations when making decisions about faculty reappointment, promotion, and tenure. Individual faculty members also review their own course learning evaluations to identify strengths and weaknesses with their teaching and to determine effective ways to improve their teaching skills. The department is concerned about biases, such as gender and racial ones, affecting the ratings and feedback in the course learning evaluations. Hence, some faculty also administer optional midterm evaluations in their courses to receive additional feedback on classroom teaching. The department also seeks out the Student Advisory Board on the History curricula. The Student Advisory Board is comprised of a combination of 15-20 History majors, History minors, Secondary Education/History majors, and Africana Studies minors. More discussion on the role of the Student Advisory Board will be covered in a later section, 3.5 Student Support Services.

### **Professional/Career Opportunities for Students (criterion 3.2)**

The History Department provides students with many discipline- related professional and career opportunities. Students can register in the course “HIST 4920: Internships in History” to

take advantage of a wide range of internship opportunities through our partnerships with local, state, and national parks as well as with local museums and cultural centers. To participate, students submit a formal application to the Internships Coordinator, who then meets with students to discuss their interests, various internship options, and registration for “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.

These internship opportunities have helped the History Department with fostering meaningful connections between UTC History students and the greater Chattanooga community and the country. From Summer 2017 to Fall 2021 (including every Summer since 2017), 59 students participated in History Department internships. The partners with whom they interned included: Chickamauga and Chattanooga National Military Park, Cumberland Archaeology, Duncan, Hatcher, Holland, and Fleenor Law Firm, East Tennessee Historical Society, Ed Johnson Project, Houston Museum of Decorative Arts, Hunter Museum of American Art, National Medal of Honor Heritage Center, National Park Partners, Red Clay State Park, RISE Chattanooga, and UTC Special Collections.

The department also provides professional guidance through events, mentorship, and online resources. The department organizes a history career panel and a graduate school information session every year to discuss career options and graduate studies with students. The “Resources” section of the department website lists many “Career Resources” and “Graduate School Resources” for students. The new mentorship program, which consists of two parts – the individual mentorship and the cohort mentorship – seeks to connect students with faculty mentors. After the responsibility of registration advisement shifted from the department to the College of Arts and Sciences in 2019-2020, each History major has a faculty mentor they can seek advice throughout their studies at UTC. Inaugurated in Spring 2022, students also have three faculty mentors from the cohort mentorship program who provide cohort-specific (freshmen, sophomore, junior, senior, and graduating senior) advice on professional readiness.

### **Student Curricular/Extracurricular Activities (criterion 3.3)**

In addition to internships program, study abroad opportunities, domestic study trips, and experiential learning opportunities that are available to students on and off campus, we continue to encourage our students to participate in curricular and extracurricular activities. We inducted 35 new members into our local chapter of Phi Alpha Theta (PAT), the national honor society of history, between Spring 2017 and Spring 2021. PAT is open to students of all majors who meet the GPA and course credit hours requirements. We continue to encourage our students to present history papers at local and state-level conferences. Faculty members continue 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 virtual conference in Spring 2021 in conjunction with seven (7) other regional colleges, an increase from four regional colleges previously, at which several UTC students and PAT members presented their research. Starting in Fall 2019, we also inaugurated a semesterly meeting for Phi Alpha Theta members to connect with each other and with other students who enjoy history. Meeting activities ranged from Phi Alpha Theta members

networking with History Club members, to a workshop on creating conference abstracts and presentations.

While Phi Alpha Theta continues to focus on academic opportunities, the History Club, open to any student who is interested in history without any requirements, focuses more on engaging history in a less academic setting. Except for a productive semester in Fall 2018 under student leadership, faculty advisor(s) of the History Club have taken a more active leadership in organizing the following events in Spring 2018 and Fall 2018:

- Ed Johnson Documentary: A Roundtable
- Social Documentary Screening and Discussion: *It's a Girl*
- Book Club with Dr. William Kuby
- What to do with a History degree? (information session)
- Hamilton Karaoke
- Film Screening and Discussion: *Japan: Memoirs of a Secret Empire*

The student-led success in Fall 2018 suggests that our faculty advisor will continue to provide more guidance, including leadership, in organizing events to encourage students to become active leaders, provide support to attract all students interested in history, regardless of their majors, and to engage with history outside the classroom setting. Some of the more academic and professional development events that the History Club used to organize have been shifted to the department's Lunch, Learn & Link Series, which will be discussed in a later section, 3.5 Student Support Services.

Inaugurated in Spring 2021, the Primary Source Workshops feature faculty and student presentations which contextualize a single primary source from larger research projects. Per the Student Advisory Board's suggestion, the department has created this opportunity for both faculty and students to showcase their original research.

Starting in Fall 2021, the department began sponsoring a new student organization, the Asian Student Association. This is a student-led organization with a History faculty advisor. The organization seeks to "unite, embrace, and promote the diversity and complexity of various Asian cultures and provide a community where students...can celebrate culture and raise awareness about Asian and Asian American issues." It has already hosted a variety of events, such as a movie night, Lunar New Year celebration, and Asian Art Appreciation in Spring 2022.

### **Student Exposure to Diverse Perspectives and Experiences (criterion 3.4)**

Over the past five years, the History Department has proven itself committed to regularly offering a considerable array of courses that spotlight the diverse regions and peoples of the world at the lower-division and upper-division levels. The lower-division courses have included: East Asia in the Modern World (Fall 2017, Spring 2019, Spring 2020); Modern Latin America (Spring 2018); History of Sub-Saharan Africa (Fall 2020); History of the Modern Middle East (Fall 2020, Spring 2021); Colonial Latin America (Fall 2021); and East Asia from Antiquity to 1600 (Fall 2021). The upper-division courses have included: Modern China (Spring 2017, Spring 2020); Imperialism and Decolonization (Spring 2017); Islam and Politics (Spring 2017); Southern African History (Fall 2017, Fall 2021); Global Environmental History (Fall 2017, Fall 2018); Jews, Germans, and Roma (Spring 2018); African Histories of Disease: Health and

Healing (Spring 2018); China's Diplomatic History since 1400 (Spring 2018); United States and the Middle East (Fall 2018); History of Sports in Modern Africa (Fall 2018); Modern Japan and the World (Spring 2019, Fall 2020); The Indian Ocean World (Spring 2019, Fall 2020); History of Modern Iran (Spring 2019); United States and Asia (Fall 2019); Rise and Fall of the Japanese Empire (Fall 2019); Ancient Near East / Egypt (Spring 2020); South Asian History and Culture (Spring 2020); The Postcolonial Caribbean (Spring 2020); Marriage and Family in Colonial Africa (Fall 2020); The Life and Postlife of Eva Peron (Spring 2021); Race and Gender in the Japanese Empire (Spring 2021); and China's Engagement with the World (Fall 2021).

Over the past five years, the History Department has regularly offered courses on gender and sexuality, including: African American Women (Spring 2017); Gender, Sex, and Society (Spring 2017, Spring 2019); Queer American History (Fall 2017, Spring 2020, Fall 2021); Archiving Sexuality in Chattanooga (Fall 2018); Gender and Empire (Fall 2019, Fall 2021); European Women's History to 1800 (Spring 2021); Race and Sexuality in the Age of Jim Crow (Spring 2021); and Race and Gender in the Japanese Empire (Spring 2021).

The department regularly offers courses on diversity in the United States, including African American Women (Spring 2017); U.S. Race and Childhood (Fall 2018, Spring 2020); the Modern Civil Rights Struggle (Fall 2018); African American Struggle for Freedom (Fall 2019); African American History to 1865 (Fall 2020, Fall 2021); Urban Slavery and Antislavery (Spring 2021); and Frederick Douglass and the Nineteenth Century (Summer 2021).

The senior capstone class, HIST 4020, has provided students an opportunity to further develop their historical understanding of diversity in terms of regions, race, and gender. In Fall 2017, Annie Tracy Samuel taught the course with an emphasis on revolutions, focusing in particular on France, Russia, China, and Iran. In Fall 2019, she taught the course with an emphasis on the United States and the Middle East, 1914-1945. In Spring 2020, Michael Thompson taught the course with a theme concerning the history and legacy of slavery in Chattanooga. In Spring 2021, Mark Johnson taught the class with an emphasis on the African American Struggle for Racial Justice and Equity. In the same term Carey McCormack taught the capstone course by focusing on environmental history in a global context. Through this senior capstone course, History majors and Secondary Education/History majors had the opportunity to research and produce 15- to 20-page papers on a range of diverse subjects in terms of region, race, and gender.

With respect to diversity-related extra-curricular activities, since the last program review and despite the challenges of the global pandemic, the department has been particularly active in hosting and/or sponsoring a wide range of campus and community events that expose students to diverse individuals and perspectives. The History Department currently features the Africana Studies Lecture Series, Asia Lecture Series, Latin American Dialogues Speaker Series, and Civil War Era Lecture Series, and has offered a Holocaust Lecture Series and a Visual History series featuring documentary film screenings and discussions with the filmmakers.

The diversity and race-related events include, among others:

### Africana Studies Lecture Series

- “The Attica Prison Uprising of 1971 and Why It Matters,” by Dr. Heather Ann Thompson, University of Michigan (Spring 2017)
- “The Lynching of Ed Johnson in Historical Perspective,” by Dr. Amy Wood, Illinois State University (Fall 2018)
- “Torchbearers of Democracy: African Americans and World War I,” by Dr. Chad Williams, Brandeis University (Fall 2018)
- “Building a Black Movement: Black Women Organizing in the (Global) South, by Dr. Keisha Blain, University of Pittsburgh (Spring 2021)
- “Afro-Diasporic Kinships: Audre Lorde and Black German Women,” by Dr. Tiffany Florvil, University of New Mexico (Spring 2021)
- “The Past, Present, and the Future of Africana Studies at UTC,” panel discussion (Spring 2022)

### Asia Lecture Series

- “Playfully Recomposed: Thinking about Modern China through the Soybean,” by Dr. Jiachen Wendy Fu, Emory University (Spring 2022)
- “The Chinese Must Go: A History of Anti-Asian Violence,” by Dr. Beth Lew-Williams, Princeton University (Fall 2021)
- “Global Compassions of Care: Women, Medicine, and Nursing in Colonial Korea,” by Dr. Sonja Kim, Binghamton University, the State University of New York (Spring 2021)
- “Lost Histories: Japan’s Colonial Peoples and World War II,” by Dr. Kirsten Ziomek, Adelphi University (Spring 2020)
- “Becoming Taiwanese: Religious Festivals and Ethnogenesis in Colonial Jilong,” by Dr. Evan Dawley, Goucher College (Spring 2019)

### Latin American Dialogues Speaker Series

- "Sex, Democracy, and Freedom in Post-Dictatorial Argentina," by Dr. Natalie Milanesio, University of Houston
- "High-End Coffee, Maya Farmers, and the Creation of Value," by Dr. Ted Fischer, Vanderbilt University
- "Crossing Borders: US and Mexican Modernists in the 1920s-1930s," by Dr. Monica Bravo, California College of the Arts
- “Latin American Music as Latin American History: Understanding the Making of a World Region," by Dr. Pablo Palomino, Emory University
- "Anticolonial Theory for the 21st Century," by Dr. Julio Covarrubias Cabeza, Hobart and William Smith Colleges
- "A Science Without a Nation: Friendship and Agency During the 1886-1888 Cholera Outbreak in the Chilean-Peruvian Pacific," by Dr. Joshua Savala, Rollins College
- “You Are What You Wear: Personal Adornment and Iconography in the Greater Antilles,” by Dr. A. Brooke Persons, University of Tennessee at Chattanooga

### Civil War Era Lecture Series

- “Dying to Be Free: The Health Conditions of Formerly Enslaved People During the Civil War and Reconstruction,” by Dr. Jim Downs, Connecticut College (Spring 2017)
- “The 2nd American Revolution, 1865-1870: Putting Civil Rights into the U.S. Constitution,” by Dr. Paul Finkelman, Gratz College (Fall 2018)
- “Chickamauga Battlefield and the Civil War Reconciliation Movement” by Timothy B. Smith, University of Tennessee at Martin (November 2019)
- “Confronting the Past in Memphis: Nathan Bedford Forrest, the Antebellum Slave Trade, and the Reinvention of Civil War Memory,” by Dr. Timothy S. Huebner, Rhodes College (Spring 2020)

### Visual History Series

- “The Land Between: A Film by David Fedele” (Spring 2017)
- “A Stranger in my Homeland: A Film by Chloe Traicos” (Fall 2017)

In addition to these lecture series, the Department of History and Africana Studies Program have hosted or sponsored many events that provide students with an experience of different cultures and peoples, including:

- Webinar discussion: “The Past, Present and Future of Africana Studies” (February 2022)
- MLK Day 2022 Virtual Discussion and Q&A with Cornel West (January 2022)
- “The Slave Trade and Capitalism,” by Dr. Joshua D. Rothman, University of Alabama (October 2021)
- “Milestones in LGBTQ+ Healthcare History,” by Dr. Julia Cummiskey, Dr. Will Kuby, University of Tennessee at Chattanooga (February 2021)
- “From Slave Cabin to Monument to the Slave Past,” by Dr. Renee Ater, Brown University (April 2021)
- “Afro-Diasporic Kinships: Audre Lorde and Black German Women,” by Dr. Tiffany Florvil, University of New Mexico (April 2021)
- “Building a Movement: Black Women Organizing in the (Global) South,” Keisha Blain, University of Pittsburgh (March 2021)
- “Slimming Down Soul Food,” by Dr. Mark A. Johnson, University of Tennessee at Chattanooga (February 2021)
- “A Discussion and Application of Diversity in Healthcare Highlights,” by Dr. Julia Cummiskey and Dr. Mark A. Johnson (Spring 2021)
- “Bad Blood, Treatment, and Lies: The Impact of the Tuskegee Syphilis Experiment, 1932-1972,” led by Dr. Shewanee Howard-Baptiste, Dr. Lynette Carlson, Dr. Mark A. Johnson, and Dr. Susan Eckelmann Berghel (February 2021)
- “BLM and Protest Movements: A Panel Discussion,” with Dr. Leniece Titani-Smith, Dr. Emmitt Y. Riley, III, and Dr. Najja K. Baptist (October 2020)
- “Stolen: A Conversation with Dr. Richard Bell,” by Dr. Richard Bell, University of Maryland (October 2020)

- “Black Heroines for Justice: 1980s Terrorism of the Ku Klux Klan in Chattanooga and the Women Who Stood Against Them,” by Professor Randolph M. McLaughlin, Pace University (February 2020)
- "The Eric Morse Story: Race, Poverty, and the Criminalization of Black Youth," by Dr. Susan Eckelmann Berghel, University of Tennessee at Chattanooga (February 2020)
- “Confronting the Past in Memphis: Nathan Bedford Forrest, the Antebellum Slave Trade, and the Reinvention of Civil War Memory,” by Dr. Timothy S. Huebner, Rhodes College (February 2020)
- “Torchbearers of Democracy: African American Soldiers in the World War I Era,” by Dr. Chad Williams, Brandeis University (November 2019)
- Screening of *Agents of Change* as part of the fiftieth anniversary of black studies programs in the United States (September 2019)
- “The Second American Revolution, 1865-1870: Putting Civil Rights into the U. S. Constitution,” by Dr. Paul Finkelman, Gratz College (November 2018)
- “The Lynching of Ed Johnson in Chattanooga” Event Series (September 2018)
- Screening of *Whose Streets?* with filmmaker Sabaah Folleyan (February 2018)
- The Reconstruction Era – A Panel Discussion (November 2017)
- Screening of *A Stranger in my Homeland* with filmmaker Chloe Traicos (October 2017)
- “Dying to Be Free: The Health Conditions of Formerly Enslaved People During the Civil War and Reconstruction,” by Dr. Jim Downs, Connecticut College (April 2017)

More recently, Spring 2021 featured three student-led discussions and interviews with black political and civic leaders in Chattanooga as part of the History Department’s themed semester on “The Struggle for Racial Justice and Equity.” The department hosted these events in cooperation with community partner RISE Chattanooga. The guests included:

- Demetrus Coonrod, Chattanooga City Councilwoman
- Karitsa Mosley-Jones, Hamilton County School Board Member
- Shane Morrow, RISE Chattanooga Executive Director

The department’s faculty have also provided extracurricular and course-specific opportunities for students to experience diverse peoples and cultures, including:

- In Fall 2017, Michael Thompson led students in HIST 4500R Slavery in the Cities on a four-day study trip to Charleston, South Carolina, where they experienced the McLeod Plantation, the Old Slave Mart Museum, the Aiken-Rhett House, the Nathaniel Russell House, a bus tour of Gullah history, the Charleston Museum, and more. Honors students participated in a similar five-day trip in Spring 2018.
- In Spring 2018, John Swanson led students in HIST 3930R Minorities in 20<sup>th</sup> Century Europe: Jews, Germans, and Roma through the creation of short documentary films exploring the past and present circumstances of minority groups in Hungary. This study trip took place during Spring Break and lasted approximately ten days.

- In Summer 2018, Michael Thompson led students in HIST 3460 American South to 1865 on a series of local trips, including visits to Moccasin Bend National Archaeological District, and the final Cherokee council grounds at Red Clay State Historic Park.
- In Fall 2018, Susan Eckelmann Berghel led a trip to the Birmingham, Alabama, Civil Rights Institute.
- In Fall 2019, the department and the Africana Studies program led a day trip to the Legacy Museum and the National Memorial for Peace and Justice in Montgomery, Alabama.
- In Spring 2020, the department and Africana Studies led a weekend-long trip to Birmingham, Alabama, to visit the Civil Rights Institute and the 16<sup>th</sup> Street Baptist Church before continuing to Selma, Alabama, to visit the National Voting Rights Museum and Institute, and finally to Montgomery, Alabama, to visit the Legacy Museum, National Memorial for Peace and Justice, and the Dexter House.
- In Spring 2020, Michael Thompson led a group of students to a series of antebellum plantations in and around Nashville, Tennessee, with a focus on how these historic sites present the history of enslavement.

The Department of History has forged partnerships with community organizations, specifically RISE Chattanooga and the People’s History of Chattanooga Project. Since Spring 2021, the department has sponsored walking tours of Chattanooga focusing on civil rights, social justice, and the history of Black Chattanooga. The sponsorship allows students, faculty, and staff to attend free of charge. In Spring 2021, these community partnerships also resulted in documentation and oral histories concerning Chattanooga’s black churches, specifically First Baptist Church. In the course entitled, “Modern Civil Rights Struggle” in Fall 2018, Susan Eckelmann Berghel guided students to create exhibitions that explored the integration of the public schools and UTC, youth activism, and white opposition to civil rights in Chattanooga. Then from February to August 2019, the George Connor Special Collections Reading Room featured the exhibit titled “We Demand to End Racism!: The Civil Rights Movement in Chattanooga,” produced by Eckelmann Berghel’s class from Fall 2018,

### **Student Support Services (criterion 3.5)**

UTC offers a variety of services to assist and support students in reaching their academic goals. The Counseling 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 Academic Support and Advisement (CASA) 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 is History. The department has worked with CASA to secure Supplemental Instruction (SI) leaders in several classes to discuss readings, review notes, and prepare for exams with students. CASA 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. Additionally, the university’s library provides several free workshops to students each semester, 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. Another resource is UTC’s Writing and Communication Center (WCC), which 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). Faculty in the department work regularly with UTC’s research librarians who run workshops on how to conduct research, find sources, and how to cite properly to avoid plagiarism during class sessions.

The History Department continues to work closely with the Disability Resource Center (DRC) to ensure all our students with documented disabilities receive appropriate classroom and course accommodations. DRC-provides various services which include extended test time, test taking in a distraction-reduced environment, designated note takers and scribes, text to speech programs, and assistive listening devices.

In Fall 2018, the History Department inaugurated the Lunch, Learn & Link Series to support, recruit, and retain majors. The series invites faculty, current students, and alumni from the department, UTC, and community to share their experiences and expertise with current majors and non-majors over lunchtime. Between Fall 2018 and Fall 2021, the series sponsored some of the following events:

- Academic and Professional Opportunities Showcase
- End-of-the-Year Celebration
- Graduate School Info Session (every Spring semester)
- History Student Forum with Graduating Seniors
- Historians React to Current Events
- History Career Panel (every semester)
- History Mentorship and Advisement
- History Program and Spring Course Showcase
- Welcome Week Open House

In addition to these events, the department has also sponsored the History Button Design Contest (Spring 2019, Fall 2019, Spring 2021, Spring 2022) and the History Bookmark Design Contest (Fall 2021) to increase student engagement in the department. The department solicited student entries and produced the winners’ designs to give as departmental swag, part of the recruitment and retention efforts.

In 2019 the College of Arts and Sciences created The Hub, a new student success center designed to assist students in the College of Arts and Sciences to navigate college and help prepare for their futures. The Hub offers several resources for students, including “career counseling, directing students toward experiential learning opportunities, teaching them how to build a resume, and finding faculty mentors to help guide them through their years at UTC.” The Hub also provides students with a full-time academic advisor to assist with course selection and registration. In addition to advising resources at The Hub, students are assigned a History Department faculty mentor to focus more specifically on academic and professional advisement within the department. 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.

When face-to-face instruction was reduced during the COVID-19 pandemic, faculty continue to meet with students via Zoom.

As mentioned in an earlier section, 3.5 Student Support Services, the department established the Student Advisory Board in Fall of 2019 to provide feedback to the department. Comprised of a combination of History majors, History minors, Secondary Education/History majors, and Africana Studies minors, the Board seeks to assist with major and minor recruitment and retention, programming focused on student support and success, advisement and mentorship, website and social media, event promotion strategies, community partnerships, and department themes.

Finally, the department created a departmental Canvas page in December of 2020, which launched in January 2021, to increase communication and engagement with majors, minors, Secondary Education/History majors, and Africana Studies minors. The Canvas page serves to connect with students in addition to the existing department website, Facebook, Instagram, and Twitter.

## Part 4: Faculty

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

### **Faculty Preparation and Credentials (criteria 4.1, 4.3, 4.5)**

The Department of History at UTC continues to thrive because of its dedicated, creative, and collegial faculty. Our 10 tenure-track faculty and five lecturers are well prepared for their teaching responsibilities and meet SACSCOC qualifications. The following brief summaries highlight a selection of the contributions of each of our full-time faculty members.

#### *Faculty Preparation: Tenure Track (listed alphabetically):*

##### ***Edward Brudney (Assistant Professor)***

Professor Brudney received his Ph.D. from Indiana University (2019). His research explores the legal and labor history of Latin America in the twentieth century, with special emphasis on labor relations in Argentina during the 1970s and 1980s. His work has been published in the *Journal of Global South Studies; Labor: Studies in Working Class History in the Americas*; and the *Luso-Brazilian Review*. Professor Brudney recently co-authored a book, *Commemorative Literacies and Justice Work: Resistance, Reconciliation and Recovery in Buenos Aires and Beyond* (Routledge, 2022), and he is currently working on a monograph titled *Changing the “Rules of the Game”: Labor, Law, and Citizenship in Argentina, 1973-1983*. He teaches courses in the History of Colonial Latin America, Latin America from Independence to the Present, the Postcolonial Caribbean, and the Life and Post-life of Eva Peron.

##### ***Julia R. Cummiskey (Assistant Professor)***

Professor Cummiskey received her Ph.D. from Johns Hopkins University (2017). Her research focuses on the history of medicine, medical research, and public health in modern East Africa. She offers survey courses on African History and the History of Epidemics and Society as well as upper-division courses on Sports in Modern Africa, Marriage and Family in Colonial Africa, Southern African History, and Health and Healing in African History. Since arriving at UTC, she has published in the *International Journal of African Historical Studies* and *ISIS*, the journal of the History of Science Society. In addition, she serves as a special topics editor for the *Journal of the History of Biology*. She has also presented papers at several national and international conferences. She is currently revising her book manuscript, *Between Global and*

*Local: Virus Research: Virus Research in 20<sup>th</sup>-Century Uganda.* Professor Cummiskey is the interim director of the Africana Studies Program, she serves on the UTC Faculty Senate and on UTC's Institutional Review Board, and she participates in the first-generation student mentorship program. She was recognized for outstanding teaching in general education by the UTC College of Arts and Sciences in 2021.

***Susan Eckelmann Berghel (Associate Professor)***

Professor Eckelmann Berghel earned her Ph.D. from Indiana University (2014). She specializes in the histories of children and youth, American race relations, modern U.S. history, and transnational history. She co-edited *Growing Up America: Youth and Politics Since 1945*, published by University of Georgia Press in 2019 and contributed to two other edited volumes. She is currently revising her monograph *Freedom's Little Lights: The World of Children and Teenagers in the U.S. and Abroad during the Civil Rights Era*. Professor Eckelmann Berghel offers courses on African American History since 1865, African American Women, the History of Childhood and Youth, and the United States and the Cold War. She has won a number of competitive awards and fellowships, including a PREP Grant for research on her second book project and an award for innovative teaching. She is the immediate past director of Africana Studies and an affiliated faculty member of UTC's program in Women, Gender and Sexuality Studies.

***Fang Yu Hu (Assistant Professor)***

Professor Hu received her Ph.D. from the University of California at Santa Cruz (2015). She is a historian of gender and colonialism with a focus on modern Taiwan, Japan, China, and East Asia in global context. She is currently revising her monograph *Gendering Colonial Taiwan: Education of Han Taiwanese Girls in the Japanese Empire, 1895-1945* for the University of Washington Press. Professor Hu teaches courses on East Asia in the Modern World, Modern Japan, Race and Gender in the Japanese Empire, East Asia from Antiquity to 1600, Memories of World War II in East Asia, and China's Engagement with the World since 1400. She is an affiliated faculty member in UTC's Women, Gender and Sexuality Studies program. She serves on the student learning evaluations committee and coordinates the department's student outreach and engagement activities.

***William Kuby (UC Foundation Associate Professor)***

Professor Kuby received his Ph.D. from the University of Pennsylvania (2011). He serves as associate head of the Department of History. Professor Kuby's research centers on marriage, family, gender, and sexuality in the twentieth-century United States. His first book, *Conjugal Misconduct: Defying Marriage Law in the Twentieth-Century United States*, was published by Cambridge University Press in 2018. His current book project, tentatively titled *(Hetero)Sexual Education: Youth Pageantry and the Molding of Straight Culture*, explores Tom Thumb Weddings, or popular children's mock marriage ceremonies. He is also completing an essay for the forthcoming *Cambridge History of Sexuality in the United States*. Professor Kuby teaches many courses in U.S. history, gender and sexuality, and cultural history, including Queer American History, American Popular Culture, and Race and Sexuality in the Age of Jim Crow. He has received the University of Tennessee Alumni Association Outstanding Teaching Award (2019) and the UTC Prism Award for contributions to the queer community (2021). He serves on the College of Arts and Sciences Executive Committee, and he is an affiliated faculty member of

UTC's programs in Africana Studies and Women, Gender and Sexuality Studies. He also serves as Executive Director of the Committee on Lesbian, Gay, Bisexual, & Transgender History (CLGBTH), an affiliated Society of the American Historical Association.

***Kira Robison (Associate Professor)***

Professor Robison received her Ph.D. from the University of Minnesota (2012). She specializes in later medieval history, with a focus on the intersections of medicine, law, and religion in the Mediterranean. In 2020, she published an article in the *Journal of the History of Medicine and Allied Sciences* which was named one of Oxford University Press's "Best of History" articles for the year. In 2021, Brill published her monograph *Healers in the Making: Students, Physicians, and Medical Education in Medieval Bologna (1250-1550)*. She has presented her work at local, regional, national, and international conferences. Professor Robison offers a number of very popular classes in the department including Medieval Europe, the Mediterranean World c. 500-1850, Magic and Medicine in the Mediterranean, Ancient Rome, Ancient Greece, and Ancient Near East and Egypt. In 2021, she was recognized by the University of Tennessee Alumni Association with an Outstanding Teaching Award. She is the chair of the university's general education committee and coordinates the department's curriculum initiatives.

***John C. Swanson (Guerry Professor)***

Professor Swanson received his Ph.D. from the University of Minnesota (1996). He arrived at UTC in 2012 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 upper-level courses on Nationalism and Ethnic Identity in Europe, *Under Hitler's Shadow: Europe 1929-1945*, *The Holocaust: Perpetrators, Victims, and Bystanders*, and *Minorities in Twentieth-Century Europe: Jews, Germans, and Roma*. 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 and won the Barbara Jelavich Book Prize for scholars researching and writing about Central and Eastern Europe. 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. He was named a Guerry Professor in August 2019.

***Kathryn Taylor (Assistant Professor)***

Professor Taylor is one of two new full-time faculty members to join the department in 2021. Professor Taylor received their Ph.D. from the University of Pennsylvania (2017). They study the cultural and intellectual history of early modern Italy and the Mediterranean, with a focus on the history of cultural mediation, ethnography, and religious conversion. Their work has been published in the journal *History of European Ideas*, *Sixteenth Century Journal*, and the *Journal of Early Modern History*. Professor Taylor is currently working on a book titled *Ordering Customs*, which examines the production and circulation of ethnographic knowledge in early modern Venice. In their first year at UTC, Professor Taylor is offering several sections of a

general education survey of World History to 1400 and an upper-level course on the Inquisition as well as completing the required new faculty pedagogy course. They are also participating in the working group for the new diversity, equity, and inclusion category of the university's new general education curriculum.

***Michael Thompson (UC Foundation Associate Professor)***

Professor Thompson holds a Ph.D. from Emory University (2009). Professor Thompson has served as the head of the History Department since 2018 and was named the College of Arts and Sciences Department Head of the Year in 2020. 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, University of South Carolina, and University of Massachusetts Presses and contributed numerous book reviews. In addition to his position as department head, Professor Thompson serves on UTC's Institutional Review Board and coordinates the department's internships program, providing our students with abundant opportunities to attain work experience in the world of public history and museums. In 2021, he was recognized by the University of Tennessee Alumni Association with a Public Service Award.

***Annie Tracy Samuel (Assistant Professor)***

Professor Tracy Samuel received her Ph.D. from Tel Aviv University (2015). In 2021, Cambridge University Press published her first monograph, *The Unfinished History of the Iran-Iraq War: Faith, Firepower, and Iran's Revolutionary Guard*. Professor Tracy Samuel's scholarship has been published in *International Security*, *Diplomatic History*, and Harvard's *International Security Discussion Papers* series. She has also provided commentary featured in *The Hill*, *Lawfare*, *CNN*, *The Atlantic*, and ABC News Channel 9 and has presented at both national and international academic conferences. She teaches popular courses on the history of Iran, the Modern Middle East, and U.S.-Middle East relations. She is also a member of the humanities working group for the new general education curriculum and serves on the Honors College Advisory Board. She began her term as president of the Southeast Regional Middle East and Islamic Studies Society in January 2021.

***Faculty Preparation: Lecturers (listed alphabetically)***

***Jessica Arnett (Lecturer)***

Professor Arnett is one of two new full-time faculty members to join the department in 2021. Professor Arnett received her Ph.D. from the University of Minnesota (2018). She is a historian of the twentieth-century United States with research interests in Indigenous Studies, global history, and American Indian and Alaska Native history. Her current book manuscript focuses on the sovereignty struggles of Alaska Natives in response to U.S. settler colonialism. Professor Arnett teaches introductory courses in U.S. history and historical research and writing. In Spring 2022, she is introducing a new upper-level course titled Native Americans and

American Law, adding much needed content in American Indigenous history to our department's curriculum.

***James Guilfoyle (Associate Lecturer)***

Professor Guilfoyle received his Ph.D. from the University of Chicago (2009). His research centers on early modern Ireland and Britain, the British Empire, political economy, state formation, early modern capitalism, and the history of economic thought. He recently published an essay, "Ireland, Mercantilism, and the Navigation Acts, 1660-86" in *Taxation, Politics, and Protest in Ireland, 1662-2016* (Palgrave Macmillan, 2019). Professor Guilfoyle regularly teaches introductory courses in World history and historical research and writing; his recent upper-level offerings include History of England, Civilization and Capitalism, 1500-1800, and Ireland since 1500.

***Mark Johnson (Lecturer)***

Professor Johnson holds a Ph.D. from the University of Alabama (2016). He is a United States historian whose research focuses on Southern and African American history. He is the author of two books: *An Irresistible History of Alabama Barbecue: From Wood Pit to White Sauce* (The History Press, 2017) and *Rough Tactics: Black Performance in Political Spectacles, 1877-1932* (University of Mississippi Press, 2021). He is currently working on a cultural history of bacon in the United States. Professor Johnson teaches many introductory and upper-level courses in the department, including Food and Southern History, African American History to 1865, History of the American South, and Frederick Douglass and the 19<sup>th</sup> Century.

***Carey McCormack (Lecturer)***

Professor McCormack earned her Ph.D. from Washington State University, Vancouver (2018). Her research examines British colonial exploration and scientific discovery in South and Southeast Asia in the mid-eighteenth century. Dr. McCormack's publications include an article in the *Journal of Indian Ocean World Studies* and a book chapter, titled "Discovery and Patriarchy: Professionalization of Botany and the Distancing of Women and 'Others'" in a 2020 University of North Carolina Press edited collection. In addition to teaching World history surveys, Professor McCormack offers a number of upper-division courses, including Global Environmental History, Indian Ocean World History, and Gender and Empire. Her varied service contributions include creating and hosting the Paleo Skills Workshop, which has quickly become a celebrated event on our campus.

***Kelli Nelson (Lecturer)***

Professor Nelson earned her Ph.D. from Mississippi State University (2017). She is a historian of the nineteenth-century United States, with primary research interests in public and environmental history. Among Professor Nelson's recent public history endeavors is an award-winning digital humanities project about Civil Rights in Starkville, Mississippi. Her publications include an essay on the East Tennessee United Daughters of the Confederacy in an edited collection from the University of Georgia Press. Professor Nelson's courses include U.S. History to 1865, History of Tennessee, and American Public History.

Faculty Preparation: Adjuncts (listed alphabetically)

On top of its full-time faculty, the department also employs a number of excellent adjunct faculty members, primarily to teach lower-level general education courses (HIST 1110, 1120, 2100, 2010, and 2020).

***Tucker Adkins***

Professor Adkins received his master's degree in American Religious History from Florida State University (2017), where he is currently completing his Ph.D. His research focuses on colonial America and early evangelicalism. At UTC, he teaches U.S. History to 1865, U.S. History since 1865, and Evangelicalism in the 18<sup>th</sup>-Century British Atlantic.

***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. Professor Brown regularly offers online instruction in United States history survey courses.

***Ruby Choudhury***

Professor Choudhury performed graduate work at the University of Chicago, where she is currently ABD. She teaches general education surveys of World History to 1400 and has been a major contributor to our online course offerings.

***Lindsay Irvin Doyle***

Professor Doyle holds a master's degree in Medieval Studies from the University of Toronto, where she is currently completing a Ph.D. in Medieval Studies. She has taught at UTC since 2010, offering courses on World History to 1400 and Medieval Europe.

***Kristopher C. Erskine***

Professor Erskine received his Ph.D. in History from the University of Hong Kong. From 2012-2017 he taught full-time in the History Department at Southern Adventist University before transitioning into high school education and teacher education. He teaches general education courses in U.S. history.

***Camille Goldmon***

Professor Goldmon has a master's degree in History from the University of Arkansas and is currently completing a Ph.D. at Emory University. She has taught at UTC since fall 2020 but is unavailable to teach in the 2021-2022 academic year while she completes a writing fellowship. She teaches a general education survey of U.S. History since 1865.

***Charles Googe***

Professor Googe received a master's degree in Military History from Austin Peay State University (2013). He has served as an adjunct faculty member in our department since Fall 2019, regularly teaching online general education survey courses in World history. Professor Googe also serves as President-Elect of the Tennessee Association of Museums.

***Richard Manion***

Professor Manion holds a master's degree in American History from Bowling Green State University (1990). He has taught in our department since Spring 2018, regularly offering online introductory survey courses in World history. In addition, Professor Manion has managed military history museums in Michigan and Tennessee for over a decade.

***Stephen Taylor***

Professor Taylor is a graduate of the Louisiana State University Graduate School of Banking (1994). He also holds a master's degree in History from Sam Houston State University (2012). He has been teaching United States history survey courses in our department since 2013.

***Norton Wheeler***

Professor Wheeler received his Ph.D. from the University of Kansas (2007) and taught United States and Asian history for nearly a decade at Missouri Southern State University. In his retirement he relocated to Chattanooga, and at UTC, he teaches lower and upper division courses on Research and Writing in History, U.S. History since 1865, and South Asian History and Culture.

***Gerda Zinner***

Professor Zinner received a master's degree in History from Auburn University (2019). She currently co-teaches our one-credit first-year experience course (HIST 1250), as well as an online section of World History since 1400. Professor Zinner has also served as the academic advisor for the division of humanities in UTC's College of Arts and Sciences since 2019.

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

As these brief bios show, the History faculty is very productive. Faculty members have published books and articles on a regular basis, presented 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 through a competitive review process at UTC) to further their scholarly research. Department members coordinate the Africana Studies program and support initiatives in Women, Gender and Sexuality Studies, Classics, Latin American Studies, Asian Studies, and the Honors College. Faculty members have also directed and served as readers of students' departmental honors theses, including several from other departments. History faculty have taken part in extensive service activities—including coordinating the internships program, chairing the university general education committee, conducting multiple job searches, rewriting the department's bylaws, and participating in events at UTC's Center for Women and Gender Equity. Despite these heavy teaching and service loads, faculty have engaged in a level of research and publishing activity more common to a research university. Though many of our faculty members could use additional time and resources to devote to scholarship during the regular academic year, our collective 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, faculty members review their achievements with the department head (or associate department head) in an effort to assess the year's accomplishments and to envision new goals for the future. Members of the department also commit to professional growth through writing groups, a faculty works-in-progress series, conference participation, collaboration with UTC's Walker Center for Teaching and Learning, publishing workshops, and other practices that allow faculty to progress in new directions. As the above bios show, this is an actively engaged, thoroughly professional department whose members consistently push themselves to achieve new goals in teaching, research, and service.

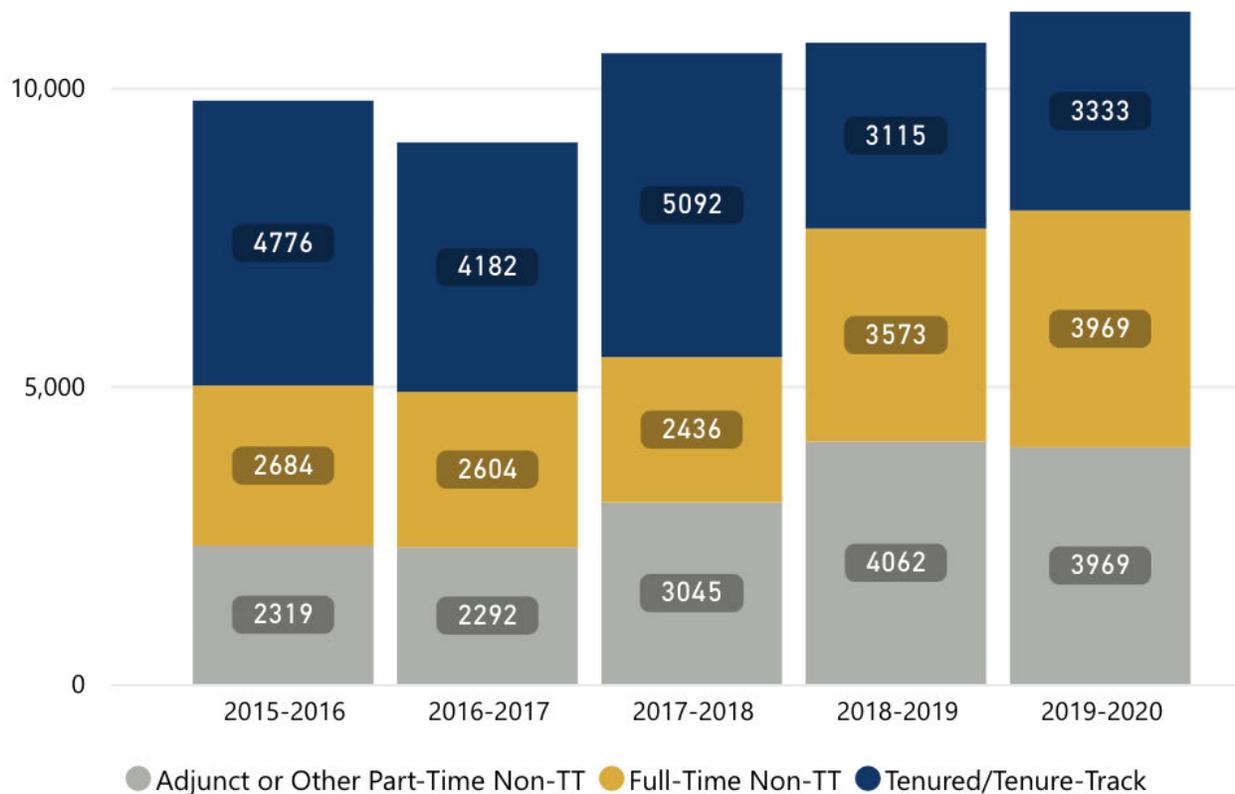
### **Faculty Size (criterion 4.2)**

The size of our full-time faculty has grown from 13 to 15 instructors since our 2015-2016 program review due to the addition of two new lecturer lines. While two lecturers have departed since the last review, the hire of four new lecturers (Carey McCormack, Kelli Nelson, Mark Johnson, and Jessica Arnett) has brought the size of our departmental lecturer faculty from three to five. These new hires have allowed us to offer additional sections of in-demand general education classes, thus facilitating many students' path to graduation. Moreover, the creation of these new lecturer lines has allowed us to incorporate much-needed fields into our curriculum, namely public history, foodways, the history of South and Southeast Asia, and American Indigenous history. The expansion of our course offerings has been a significant development for our department, and it has allowed us to play a leading role in campus-wide efforts to deepen curricular commitments to diversity and inclusion.

The size of the department's tenure-line faculty has remained steady in recent years. Though two faculty members (Ryan Edwards and Michelle White) have left the university, we have been fortunate to maintain their lines with new hires in Latin American history (Edward Brudney) and Early Modern Europe and the World (Kathryn Taylor). Over the past five years, our department has become more senior in status as William Kuby, Susan Eckelmann Berghel, and Kira Robison have earned tenure and promotion to the rank of associate professor. We now have five tenured professors (one full, four associate) and five pre-tenure (assistant) professors on our roster. Once very junior in our makeup, the department has reached a state of greater equilibrium in terms of rank and experience over the past several years.

In Fall 2021, we employed seven adjunct faculty members to teach a total of 12 sections. As Table 4.1 indicates, we became slightly more reliant on adjunct labor in the period for which we have data (we do not have this data for 2020-21 or 2021-22) but that coincided with several temporary course releases related to grants and sabbaticals. We believe that this trend has reversed in the past two years. It is also worth noting that several of our lecturers have voluntarily increased their teaching responsibilities through course overloads—a practice brought on by lecturers' uncompetitive base salaries. A 2021 campus-wide increase in lecturer salaries has helped to ease lecturer demand for overloads, but we would still like to see lecturer salaries improve to the point that overloads are no longer a necessity. Moreover, despite the national trend towards adjunctification, we want to continue to prioritize classes taught by full-time faculty, despite the high quality of our adjuncts' instruction.

## Student Credit Hours by Instructor Type



**Table 4.1 Source: UTC Office of Planning, Evaluation and Institutional Research.**

That said, many recent local and global developments have made it a challenge to predict enrollment in our courses during the scheduling period, which takes place months before each semester commences. In the face of the ongoing COVID-19 pandemic, anxieties about university budgets, shifting administrative priorities, a changing general education curriculum, and mixed messages about students’ course modality preferences, we have repeatedly sought to create schedules that meet students’ diverse learning needs and capitalize on faculty expertise. Despite our best efforts, however, the instability of recent semesters has created some inconsistencies in our course enrollments (e.g., excessive waitlists for online general education classes, under-enrollment for some face-to-face courses, and inconsistent demand for courses from semester to semester). Moving forward, we will continue striving to get this formula right; specifically, we need to minimize open seats in full-time faculty members’ classes and to resist creating additional adjunct sections until we can be sure that lecturers and tenure-line faculty are meeting their full course loads. We do worry, however, about future administrative efforts to decrease the size and autonomy of our department amid pandemic-related enrollment fluctuations. We are an ambitious department with many future plans for enhancing university curriculum, programming, diversity work, and community engagement. We understand that the uncertainties of this historical moment make it a challenge for the university to prioritize new hiring requests we propose (including a much-needed permanent director of the Africana Studies Program). Still, the elimination of a full-time faculty position would be a tremendous loss for a department

that contributes so much to the UTC and Chattanooga communities and the university's strategic goals.

### **Faculty Diversity (criterion 4.3)**

The department continues to prioritize efforts to increase diversity, though the situation has not changed significantly since the 2016-2017 program review. The department remains overwhelmingly white in its racial makeup. We have continued to make efforts to recruit faculty members of color and have offered one tenure-track position and one lecturer position to racial minorities, but multiple candidates declined these offers to pursue other opportunities. It is worth noting that requests by several of those non-white candidates for modest pay increases or other benefits were declined by the administration. Candidate pools for the last several searches for lecturers were overwhelmingly white and disproportionately male, indicating that the terms of non-tenure track positions were not attractive to or competitive for non-white or non-male candidates. The lack of diversity in candidate pools also suggests that more work is needed to advertise positions to a wide range of potential applicants (despite the university's commitment to advertising positions in [affinity sources](#) provided by the Office of Equity and Inclusion).

The department shows greater diversity in the realms of nationality, gender identity, and sexual orientation. In Fall 2021, the full-time faculty included six men (40%), eight women (53.3%), and one nonbinary person (0.7%). Of the 15 full-time faculty, three are from foreign nations (Germany, Taiwan, and Canada) and several identify as queer. Though the Office of Equity and Inclusion does not track nationality, gender identity, or sexual orientation, we believe that these categories are vital ones, which allow us to meet student learning needs in a diverse and global society.

Finally, the faculty has continued to increase diversity in its curriculum. We have faculty offering courses in the history of the Middle East (Tracy Samuel), East Asia (Hu), Latin America (Brudney), Africa (Cummiskey), and Southeast Asia (McCormack). This year we have added courses in Native American history (Arnett) and continue to offer a wide range of courses on African American history (Eckelmann Berghel, Johnson, Kuby, and Thompson), ethnicity and national identity (Swanson, Taylor), and gender and sexuality (Eckelmann Berghel, Hu, Kuby, and McCormack). This attention to diversity in our curriculum is a critical component of our broader quest to make the department diverse and inclusive in all capacities.

### **Faculty Evaluation Systems (criteria 4.4, 4.6)**

Each year the annual EDO process evaluates faculty performance in the realms of scholarship, teaching, service, and mentorship/advisement. Fortunately, due to our department's moderate size, the head is able to maintain a strong relationship with all full-time faculty members and to keep himself acquainted with our scholarship, teaching, and service activities. Moreover, our departmental bylaws stipulate that non-tenured faculty be observed in the classroom on several occasions as part of the path to promotion. This practice generates substantive feedback for junior faculty on effective teaching measures; it also creates opportunities for more senior faculty to encounter new teaching methods in their colleagues' classrooms. Moreover, peer teaching evaluations help to ensure that student evaluations will not be the only measure used to monitor teaching effectiveness in promotion and tenure decisions.

That said, faculty evaluation does include feedback from students, both in the EDO and

the Reappointment, Tenure, and Promotion (RTP) 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.

Another way that we evaluate our own teaching effectiveness comes through the assessment of student work. We have a yearly assessment model in place to measure student learning outcomes (discussed in greater depth in the earlier sections of this report). But this numeric assessment system does not always allow us to collaborate as a faculty or to collectively discuss which instruction methods are working well and which are falling short. Recognizing that there is much we can learn about our own instruction through analyzing students' written work, we are planning an assessment retreat at the end of the Spring 2022 semester that will allow us to reflect on where our students are, and to build strategies for addressing student learning needs in our curriculum, assignments, and approaches to teaching. This seems like a particularly necessary set of conversations to have two years into the COVID-19 pandemic, as we address the ways in which the adaptations we have made to the "new normal" are serving (and not serving) our students. Ultimately, we hope that more formal conversations about the current state of student work will help us to grow as faculty members, and to push our students to achieve even better results in the semesters ahead.

## 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 within and outside the department. The department relies on its the regular operating budget, the online fund, the Ronald O. Moore History Department Endowment Fund, a gift fund, the Africana Studies budget and its gift fund, as well the Russell Linnemann Memorial Fund.

#### *(B) Equipment*

##### Computer Labs

History Department students and faculty use the computer labs across campus. Due to space constraints in Brock Hall and to create a new faculty office, a small department computer lab located on the third floor of Brock Hall had to be eliminated. There are now three computers available to students in the main office suite (Brock 408) which was funded and is maintained by the department. These computers provide students access to film-editing and other high-tech software allowing students to engage in active learning, to learn about public history, and to conduct their own oral history interviews. However, few students use the machines and space in part due to the limited space, pandemic restrictions, and busy class schedules. With recent migrations of other departments from Brock Hall to Lupton Hall, additional rooms have become available that the department plans to allocate for potential student-centered spaces to study and convene socially. Brock Hall will be scheduled to renovated starting early 2024. The department will work with administrates and Facilities to ensure that sufficient space is secured and designed to meet the needs of faculty, students, and staff.

##### Computers and Other Personal Devices

The personal computers of our faculty members are funded by the department upon initial faculty appointment, with a choice of desktop or laptop, and Mac or PC. The Division of Information Technology manages a computer "Refresh" program, which allows faculty and staff with older computers to replace them with new ones every four years. However, the "Refresh" program leaves much to be desired as it does not provide sufficient funds, the record keeping has been inconsistent, and the communication remains ineffective as well. Hence, the responsibility and costs associated with the replacement of computers has increasingly fallen on the department and individual faculty members. The computers are networked within the university computing system to provide such services as email, UTC Learn (Canvas), access to the internet and departmental shared drive, electronic searching for university library and regional libraries' resources, and access to electronic student records for advising purposes.

The department office also has four computers: one used by the department's administrative assistant, and three available to adjunct faculty, students, and work-study students. In addition to faculty's personal computers, the department has invested its own funds in the purchase of several iPads for faculty. These iPads and accessories enhance 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. In response to the shift from university to home offices and online instruction during the COVID-19 pandemic, the department acquired additional iPads, headphone sets, and microphones. In addition, the department acquired two laptops available for loan. This purchase has been convenient during temporary repairs, while waiting on new computers, during teaching, etc.

### Other Equipment

The main department office has a printer, copy machine, and scanner. While some updates have been made since the last department review, these items continue to break down occasionally, delaying faculty to carry on with their instructional or research tasks. To help with this, additional printers have been installed on the second and third floors. 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 also funds the purchase of office supplies from its own operating budget.

The department made substantial investment in past years in audio-visual equipment and materials by building up and maintaining a sizeable library of DVDs of history-related films and documentaries. 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 which help diversify and expand local history collections.

### *(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. Though many of the classrooms are suitable for lectures of 40 students, they are too large for smaller classes of 15 to 25 students. These larger rooms impair learning for smaller classes because the set up impedes discussion. History classes also take place in Derthick, EMCS, Fletcher, Grote, and Hunter halls, most of which are "smart" and functional spaces. Faculty need to budget considerable time during a semester walking to and from external classrooms. While some classrooms in Brock Hall have recently been updated to address safety issues for students and faculty, other issues persist. For instance, faculty have little to no control over the temperature in the classrooms, which are often either very cold or very hot. Therefore, both faculty and students continue to experience some discomfort while attending class. Since Brock Hall is scheduled to be renovated within the next few years, some repairs have been put on hold.

While some updates have been made recently, some large lecterns containing the computer and projection equipment still exceed their life span. Most additional furniture including rostra and tables are in a similarly poor state or at times missing. The whiteboards

show signs of wear and could also be updated. Classroom computers, in Brock Hall especially, are very slow and outdated, and class time that should be spent on instruction is often 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. Often, both downloaded videos and those played from the internet freeze or play with a distorted picture, despite 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 Social, Cultural, and Justice Studies (SCJS). While all faculty are housed in the building, offices are spread out across three of the building's four floors, which encumbers communication, collaboration, and collegiality at times. Currently, three full-time tenured/tenure-track faculty and two lecturers are clustered in the main office suite (Brock 408); two faculty are located on the third floor; four faculty and two lecturers are in a suite; and two additional faculty members work in single offices on the second floor. Offices vary in size and some lack direct access to natural light and require maintenance. The department's adjuncts now have access to a small office space on the fourth floor (a minor improvement since the previous program review) and are welcome to use the conference room to convene with students and complete academic work. The main office suite houses a printer, copy machine, scanner, several desktop computers, the administrative assistant's desk, and some reception-area furniture. The department has access to a conference room, but since the number of faculty in the department has grown, that space feels increasingly overcrowded.

Since another department, previously housed in Brock Hall, has been migrated to the new Lupton Hall building, the department has been able to provide individual and private office spaces to recently hired tenure-track faculty and lecturers. However, adjuncts still currently occupy a small maintenance closet on the fourth-floor suite with no access to natural light. While part-time faculty have gained additional office space, this area can still be improved. Several History faculty offices remain in need of repair; ceiling plaster, rainwater, and mold, are some of the most pressing issues. While faculty have issued tickets with Facilities, they do not always lead to repairs due to the age of the building and a tentatively scheduled renovation in a few years. 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, which can be hazardous. Faculty initiate the requests for repairs to classrooms four to five times per semester. Some requests ask for repairing/replacing of blinds, broken clocks, broken desks, rain damage; but most tickets issued focus on seeking repair of failing or insufficiently functioning technology.

### Department Space

The department's renovated conference/seminar room consists of a table and chairs, computer and mounted smart television, a new white board, and a faculty-curated collection of prominent textbooks, academic journals, important historiographical literature, as well as instructional DVDs consisting of historical documentaries and movies. As noted previously, the department has grown in numbers and the room has reached capacity. There is a lockable storage

safe in the back of the Brock 403 classroom. The department has discussed turning a room on the third floor in Brock Hall into additional communal space, to provide its student groups, such as the History Club, Student Advisory Board, and Phi Alpha Theta Honor Society, space in which to hold meetings and host events to enhance the department's recruitment and retention efforts. Communal spaces for History majors and minors would also build peer group culture and increase student citizenship in the department.

#### Office Furnishings

Most department offices are equipped with adequate furnishings, including desks, bookshelves, filing cabinets, desk chairs, and chairs for visitors. The department continues to invest its own funds in standing desks, ergonomic office chairs, and additional bookshelves to meet faculty needs.

#### *(D) Support*

The History Department faculty has access to and makes use of the expertise provided by the Walker Center for Teaching and Learning, the College of Arts and Sciences, and campus IT staff. The Walker Center provides 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 track student performance more efficiently and effectively, and how to use various tools on the Canvas learning management 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.

Recently, the College of Arts and Sciences has sponsored compensated retreats to provide time, space, and community for faculty research and writing. The Office of Research and Sponsored Program provides research funds and, with the assistance of its research development and award specialist, helps identify and disseminate external grant and fellowship opportunities, support the development of grant proposals and budgets, and facilitate grant writing workshops to increase faculty's competitiveness, among other services. This resource has proved vital to faculty in funding research and completing publications.

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. When it comes to short-notice and urgent classroom issues, IT staff have been less effective in responding to faculty needs, at times inhibiting their ability to carry out instructional agendas.

### **Learning and Information Resource Support (criterion 5.2)**

#### UTC Library Collections and Services

The UTC Library provides critical resources to History faculty and students, including the provision of books, journals, databases, and audio-visual materials available online and in physical formats; technology, such as equipment and support tools for use in the library and

remotely; research, writing, communication, media production, and archival support; and digital and physical spaces to pursue scholarship and research activities.

Despite improvements in recent years, as well as the efforts of the department, the library and learning resources available to the History Department remain modest. The improvement of these resources would significantly enhance 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 education/instruction, Special Collections, Interlibrary Loan, and acquisitions.

*Library Holdings and Subscriptions*

Currently, the library makes available 1,933 related print and electronic journals. To name a few, UTC Library database subscriptions include Black Thought & Culture, Early English Books Online, 19th Century British Pamphlets, Tennessean Historical Archive, Women and Social Movements, and Patrologia Latina. Between 2017 and 2021, the library acquired 2,879 new books (in response to the COVID-19 pandemic, expenditures for physical purchases were reduced to accommodate greater eBook purchases, see Table 5.1). In 2021, the library circulated about 550 physical monographs and audio-visual materials to students and faculty in History.

In addition, the department’s Ronald O. Moore History Department Endowment Fund (\$1,000-\$1,100 per year) complements the library’s acquisitions by supporting various book purchases.

**Table 5.1: Total Acquisitions for History**

<b>Total History Acquisitions</b>						
<b>Fiscal year</b>	2017	2018	2019	2020	2021	Total
<b>Number of titles</b>	793	643	655	431	357	2,879

However, the UTC Library’s holdings and subscriptions remain uneven across the history discipline. In general, the holdings and subscriptions pertaining to American history—and particularly southern and Civil War history—continue to be 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 many regions 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 comes with limitations that hinder faculty research and student learning. Books borrowed with ILL take 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 or require faculty and administrative assistant time to scan them for perpetual use. While faculty research is burdened by those restrictions, student work especially 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 focused on a particular historical topic or theme.

One drawback of the grants available remains 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 such subscription resources available.

However, with the support of the department’s library liaison, we have recently gained access to Loeb Classical Library (Hundreds of volumes of Latin and Greek texts with English translations) and ProQuest Historical Newspapers databases, including, for instance, African American periodicals *Atlanta Daily World* and *Chicago Defender*, a regional newspaper *The Nashville Tennessean*, and LGBT Thought and Culture. These digital repositories have and will continue to improve student and faculty research.

*Library Instructional Services*

The department’s library liaison closely collaborates with faculty who incorporate research and writing assignments in their courses. Most of the library instruction takes place in HIST 2100 (Research and Writing in History) and HIST 4020 (The Historian’s Craft). The sessions help provide foundational skills framing historical research questions, finding secondary and primary sources, and using those sources consistent with disciplinary practices. Between 2017 and 2021, 235 instructional sessions were delivered in History courses (see Table 5.2) and 84 individual consultations with students were conducted (see Table 5.3). In addition, faculty incorporate the library’s virtual tutorials that address academic honesty and citations.

**Table 5.2: Library Instruction for History Courses, 2017-2021**

<b>Academic year</b>	2017-18	2018-19	2019-20	2020-21
<b>Number of classes</b>	57	43	88	47

**Table 5.3: Research Consultations for History Students, 2017-2021**

<b>Academic year</b>	<b>Number of individual student consultations</b>
2017-18	25
2018-19	20
2019-20	15
2020-21	24

Departmental Resource Support

The Department of History has recently adopted a variety of new programming initiatives and a mentor system to supplement standard learning and information resources. These initiatives seek to guide students through their coursework, to prepare them for professional and post-graduate pursuits, and to create community among and facilitate collaboration between students and faculty. For instance, the department’s “Lunch, Learn, and Link” series regularly hosts events that address how to prepare for and succeed in graduate school or how to navigate and make the most of department and campus resources. In addition, the department hosts a variety of guest lecture events, as part of the Africana Studies Lecture Series and Asia Lecture Series, for instance, to share with students cutting edge research, bring to their attention to relevant issues, and foster dialogue between academic, campus, and city communities.

Writing and Communication Center Services

The Writing and Communication Center (WCC) offers important resources for students and faculty. Students can work directly with WCC staff who assist them with the writing process, including how to best integrate evidence, how to craft a thesis statement, or to navigate more technical issues, such as citing sources. In 2020, WCC staff conducted 63 individual consultations with History students related to a course for their major. Faculty frequently use and benefit from the WCC staff’s class visits, pedagogy consultations, or assignment sheet feedback. These services help better ensure students’ academic success in the program and faculty’s effectiveness in the classroom.

Conclusion

The Department of History is an 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. Under the attentive, dynamic, and proactive leadership of department head Michael Thompson, associate department head Will Kuby, and individual faculty members, the department has made significant improvements in its provision of learning resources. As documented in the 2016 program review, the need for additional space as well as the repair and maintenance of the department’s facilities remain and are critical to 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) has remained stable since the last program review. The travel allowance has remained the same, and since travel and conference opportunities were limited during COVID-19, most (if not all) travel costs have been covered for faculty during the last two years. Office supplies are readily available when needed, and there are funds to support departmental events and programming. It remains unknown how the department will handle covering conference and travel costs once conferences return to mainly in person mode. The \$1,500 that is currently allocated to each faculty member would cover the costs of one conference, but not more. Faculty have been successful in obtaining funds from other sources on campus as well as outside sources for research travel. We hope this will continue. Currently, the department also has access to funds that the department has earned from online teaching. These funds have been very advantageous for faculty members and the department. It allows us to do things that we may not have been able to do with our regular operating budget.

The department supports professional organizations such as the American Historical Association, and subscribes to *The Chronicle of Higher Education*. The department allows faculty to pay for membership in professional organizations, if the membership is purchased as part of a conference registration. The department, unfortunately, does not pay for membership fees if a membership is not connected to a conference. The department does have a small gift fund of about \$18,000. It receives relatively small donations every year, and it has been used to fund opportunities on campus.

The current operating budget along with the gift fund and online funds has allowed the department to cover most of its needs, especially during COVID-19. The department has also benefitted from several substantial gifts, as well as more scholarship opportunities for students.

**Table 6.1: History Department Operating Budget, FY 2016-2021**

Fiscal Year	2016	2017	2018	2019	2020	2021
Travel	26,606	26,606	28,306	26,606	26,606	26,606
Media Processing	795	795	795	795	795	795
Communication	760	760	760	760	760	760
Maintenance/Repairs	0.00	0.00	0.00	0.00	0.00	0.00
Professional Services/Memberships	354	354	354	354	354	354
Supplies	5,649	5,649	5,649	5,649	5,649	5,649
Contractual/Special Services	336	336	336	336	336	336
Other Services/Expenditures	5,000	10,500	10,500	10,500	10,500	10,500
<b>Total Operating Budget</b>	<b>39,500</b>	<b>45,000</b>	<b>46,700</b>	<b>45,000</b>	<b>45,000</b>	<b>45,000</b>

### **Enrollment and Graduation Rates (criterion 6.2)**

UTC's Department of History, like similar departments across the country, suffered a decline in number of majors in the last decade or so. 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 71 in 2021 (see Table 6.2). As the case is made nationally, institutionally, and departmentally for the value of liberal, humanistic, and historical education, our major numbers began to recover, but during COVID-19 they have declined again. Due to the new departmental curriculum, course offerings, and faculty discussed elsewhere in this report (see Parts 1, 2 and 4), we anticipate an increase once COVID-19 no longer dominates our activities. Our majors do not reflect the overall gender split in the larger university as Table 6.4 shows. The department plans to develop new and targeted recruitment efforts to address the gender gap amongst our majors (see Table 6.5). As the course listings in Table 6.11 show, the History Department offers a wide range of courses using culturally responsive teaching in order to entice diversity and inclusivity. Additionally, the department has created recruitment plans to increase diversity amongst History majors and minors even though the majors parallel university wide trends in racial and ethnic demographics (see Table 6.7)

**Table 6.2: Number of History Majors, Fall 2018-Fall 2021**



*Undergraduate Majors, cont'd*

Department and Major/Concentration	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
<b>English</b>	<b>198</b>	<b>192</b>	<b>179</b>	<b>174</b>	<b>175</b>	<b>165</b>	<b>160</b>
<i>BA English: American Language Literature</i>	70	73	60	59	56	49	42
<i>BA English: Creative Writing</i>	92	80	77	75	80	80	77
<i>BA English: Literary Studies</i>	—	—	—	—	—	—	5
<i>BA English: Rhetoric and Professional Writing</i>	36	39	42	40	39	36	36
<b>History</b>	<b>94</b>	<b>96</b>	<b>99</b>	<b>92</b>	<b>95</b>	<b>85</b>	<b>71</b>
<i>BA History</i>	94	96	99	92	95	85	71

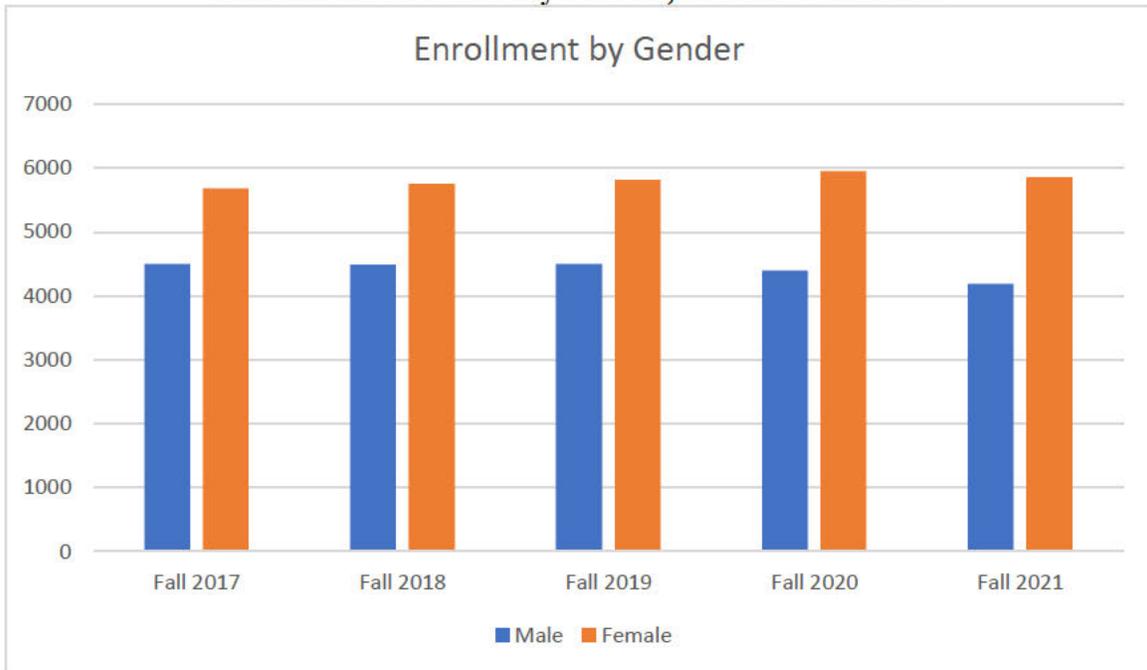
**Table 6.3: Number of History Minors, Fall 2018-Fall 2021**



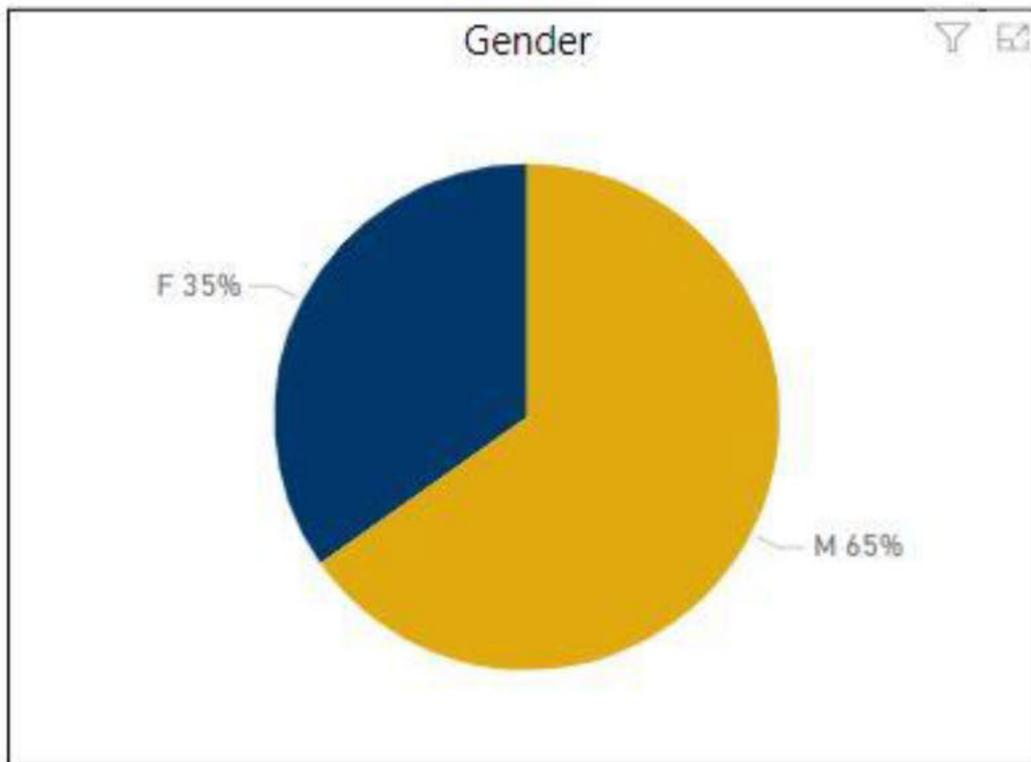
*Minor Programs <sup>2</sup>*

Department and Major/Concentration	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
<b>Art</b>	<b>17</b>	<b>17</b>	<b>21</b>	<b>21</b>	<b>20</b>	<b>20</b>	<b>24</b>
<i>Art: Graphic Design</i>	4	4	6	5	—	—	—
<i>Art History</i>	13	13	15	16	20	20	24
<b>Biology, Geology, and Environmental Sciences</b>	<b>75</b>	<b>79</b>	<b>92</b>	<b>119</b>	<b>125</b>	<b>139</b>	<b>136</b>
<i>Biology</i>	49	56	58	76	86	100	102
<i>Environmental Science</i>	17	14	20	28	25	28	25
<i>Geographic Information Science</i>	4	4	6	5	7	5	3
<i>Geology</i>	5	5	8	10	7	6	6
<b>Chemistry and Physics</b>	<b>60</b>	<b>63</b>	<b>81</b>	<b>99</b>	<b>97</b>	<b>110</b>	<b>84</b>
<i>Chemistry</i>	60	61	78	94	93	106	77
<i>Physics</i>	0	2	3	5	4	4	7
<b>Communication</b>	<b>93</b>	<b>109</b>	<b>107</b>	<b>124</b>	<b>110</b>	<b>123</b>	<b>108</b>
<i>Communication</i>	93	109	107	124	110	123	108
<b>English</b>	<b>64</b>	<b>69</b>	<b>73</b>	<b>89</b>	<b>77</b>	<b>94</b>	<b>95</b>
<i>English: Creative Writing</i>	33	41	40	55	51	56	53
<i>English: English Literature</i>	12	8	9	9	14	20	22
<i>English: Writing</i>	19	19	17	15	5	3	1
<i>English: Rhetoric and Professional Writing</i>	0	1	7	10	7	15	19
<b>History</b>	<b>62</b>	<b>72</b>	<b>55</b>	<b>72</b>	<b>68</b>	<b>58</b>	<b>59</b>
<i>History</i>	62	72	55	72	68	58	59

**Table 6.4: Enrollment by Gender, Fall 2017-Fall 2021**



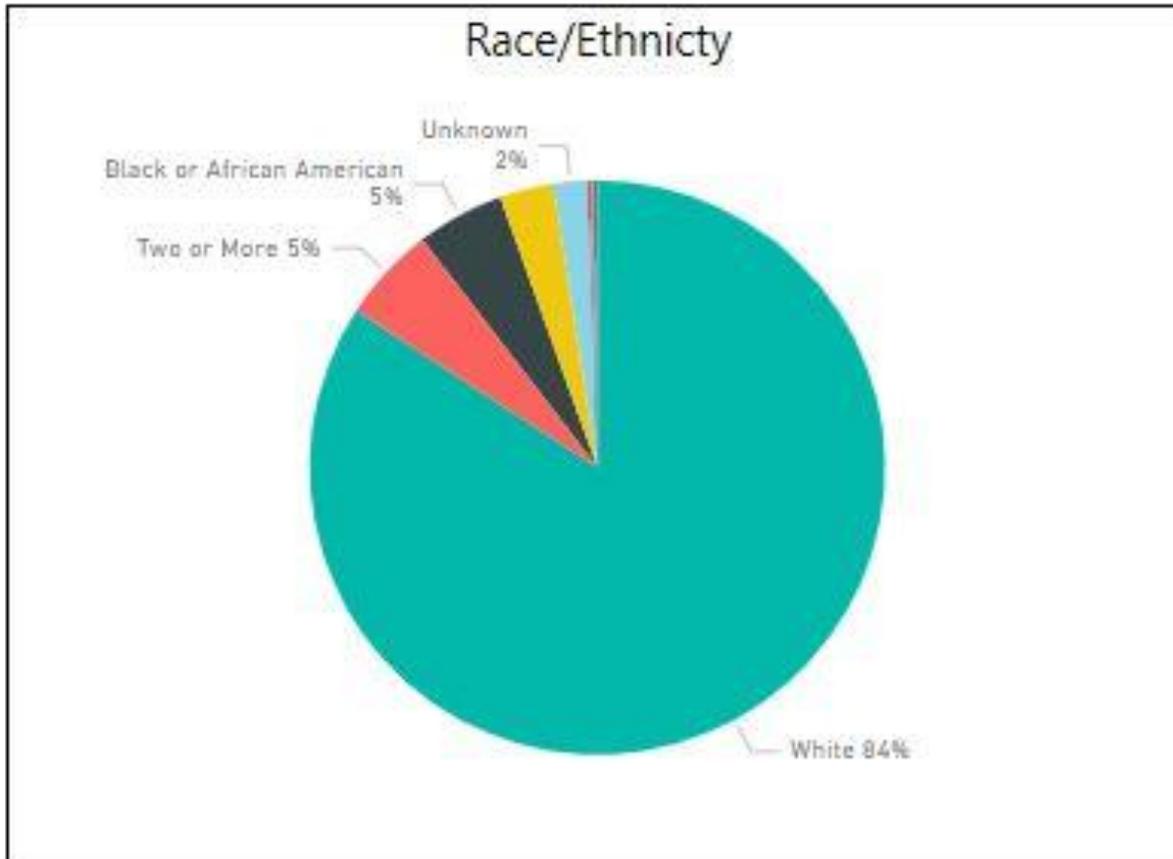
**Table 6.5: History Department Enrollment by Gender 2012-2021**



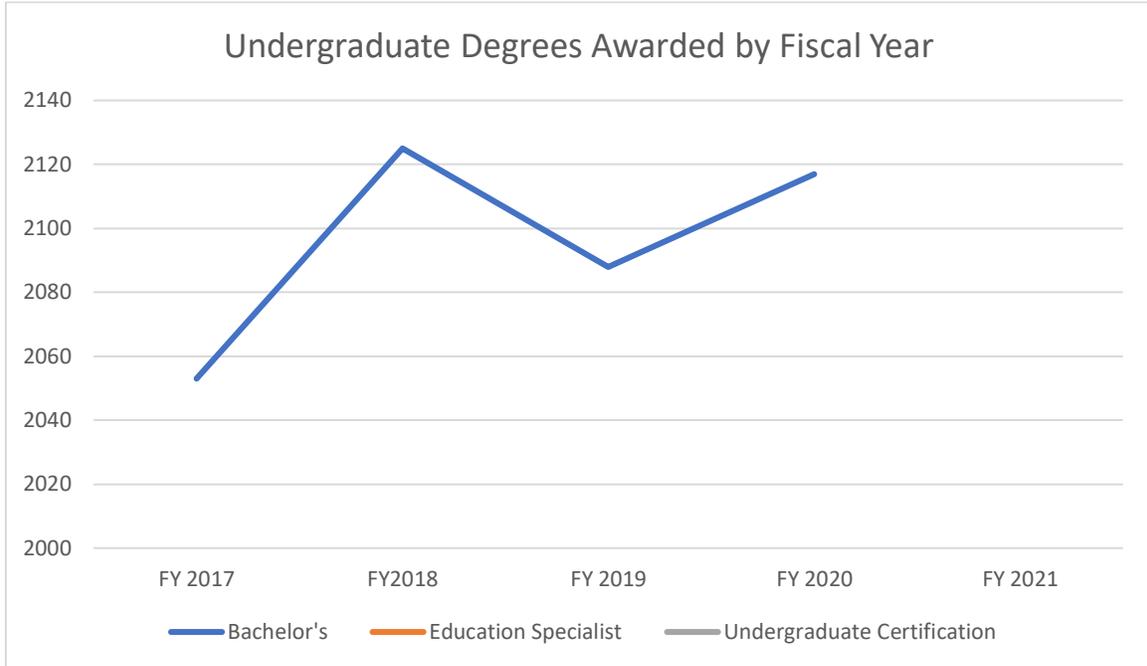
**Table 6.6: Enrollment by Ethnicity, 2017-2021**

Race	2017	2018	2019	2020	2021
American Indian	28	25	18	23	26
Asian	219	236	251	267	287
Black or African American	1032	1014	996	1006	992
Hispanic	438	490	572	604	615
Native Hawaiian or Other Pacific Islander	3	5	4	6	6
Nonresident Alien	144	156	153	110	78
Two or More	391	343	272	252	280
Unknown	157	217	278	304	275
White	7764	7751	7764	7769	7487

**Table 6.7: History Department Enrollment by Race/Ethnicity, 2012-2021**



**Table 6.8: Undergraduate Degrees Awarded, FY 2017-2021**



**Table 6.9: Six-Year Graduation Rates for BA History First-Time Freshmen**

*Six-Year Graduation Rates for BA History First-Time Freshmen*

Cohort Year	Cohort Size	6-year Grad Rate	Graduated in Department
2011	17	17.6%	17.6%
2012	27	40.7%	37.0%
2013	20	30.0%	25.0%
2014	15	66.7%	66.7%
2015	16	50.0%	50.0%

**Table 6.10: One-Year Retention Rates for BA History First-Time Freshmen**  
*One-Year Retention Rates for BA History First-Time Freshmen*

Cohort Year	Cohort Size	Retained to UTC	Retained in Department
2016	15	80.0%	20.0%
2017	13	84.6%	46.2%
2018	8	75.0%	62.5%
2019	10	80.0%	50.0%
2020	18	66.7%	61.1%

**Table 6.11: Course Enrollment, Summer 2019-Spring 2021**  
**Course Enrollment Offered in Past Two Years**

No.	Title	Credit Hours	Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021
1110	World History Origins-1400	3	49	456	409	56	466	418
1120	World History 1400-Present	3	48	456	358	54	428	314
1999R	The First Year Experience	3					14	
2010	United States to 1865	3		198	247		258	205
2020	United States since 1865	3		247	185	38	215	159
2030	History of Tennessee	3		77	112	40	107	104
2100	Research & Writing in History	3		118	46		66	60
2210	Medieval Europe: c. 300-1500	3						69
2220	Early Modern Europe: c. 1500-1800	3		31			79	
2230	Modern Europe: c.1800-Present	3			22		47	
2420	Early National & Antebellum America	3					34	
2430	Civil War & Reconstruction	3	11					
2620	Hist of Sub-Saharan Africa since 4800	3					108	
2820	East Asia in the Modern World	3			71			
2860	Lat America, Independence to Present	3		68				

2880	Hist of the Modern Middle East	3					40	69
3110	Ancient Greece	3		22				
3120	Ancient Rome	3						26
3200	Renaissance Culture & Society	3					24	
3270	Under Hitler's Shadow: Europe 1929-1945	3		24				
3280	Holocaust: Perpetrators, Victims, & Bystanders	3						22
3300	History of England	3			25			
3450	African American History to 1865	3					25	
3470	American Popular Culture	3					26	
3620	Modern China & the World	3			25			
3640	Modern Japan	3					23	
3820	United States & Middle East	3	18					
3920R	Topics: American Foreign Policy WWII	3		20				
3920R	Topics: United States & Asia	3		24				
3920R	Race and Childhood in US	3			17			
3920R	Topics: American Public History	3			25			20
3920R	Topics: Queer American History	3			21			
3920R	Topics: The Civil War in American Memory	3				24		
3920R	History of White Rage	3						24
3920R	Topics: Urban Slavery & Antislavery	3						17
3930R	Evangelicalism in 18th Century	3					19	
3930R	Topics: England since 1688	3		26				
3930R	Topics: Europe since 18th Century	3			25			
3930R	Topics: History of Central Europe	3					26	
3930R	Civilization and Capitalism	3						25
3940R	Topics: Gender and Empire	3		21				
3940R	Ancient Near East/Egypt	3			22			
3940R	The Postcolonial Caribbean	3			25			
3940R	Topics: South Asian History	3			16			

3940R	Topics: Indian Ocean World	3					20	
3940R	Life and Postlife of Eva Peron	3						17
3950R	History of Epidemics and Society	3						24
4020	The Historian's Craft: Capstone in History	3		17	21		10	
4020	The Historian's Craft: Capstone in History	3						25
4150	European Women's History to 1800	3						14
4500R	African American Struggle for Freedom since 1865	3		9				
4500R	Rise & Fall of the Japanese Empire	3		13				
4500R	Topics: Modern Ireland	3			16			
4500R	Topics: Southern Foodways	3			14			
4500R	Conflict in Early Modern Europe	3					15	
4500R	Family in Colonial Africa	3					14	
4500R	Age of Jim Crow	3						10
4500R	Race & Gender in Japanese Empire	3						8
4920R	Internships in History	3	5	4	7	4	1	5
4995R	Departmental Thesis	3		1	1		3	2

### **The Department and the Community (criterion 6.3)**

The Department of History plays important roles in our local, regional, national, as well as international communities in many different ways, especially connecting our students, the department, and the university to these other constituencies.

The department has a strong internship program, and our students work for many local organizations. Approximately 90 History interns have served the community for more than 12,000 hours since Fall 2015. The department also works with local organizations, such as RISE Chattanooga and the People's History of Chattanooga Project, just to name a few, to provide a variety of events for students and people living in Chattanooga. The department continues to sponsor many different lecture series, with focuses on the histories of Asia, Latin America, the Civil War era, visual history, the Holocaust, and Africana Studies. The Africana Studies program that presently is housed in the Department of History has sponsored many events for students and the local community. The department also has twice offered Paleo Skills Workshop.

In the last years the department has been more involved with public history activities. The department has frequently offered public history courses that brought together students and Chattanooga organizations and individuals. Members of the department and students created history markers that were placed near historic Engel Stadium (baseball stadium). Faculty and

students also worked closely with the Lincoln Park community to create video projects concerning the once vibrant African American park (Lincoln Park) that is located not far from campus.

Faculty have also taken students to locations outside of Chattanooga in order to provide them with experiential learning experiences. Students have traveled to Charleston, South Carolina, to study the history of urban slavery; Birmingham and Montgomery, Alabama, to learn about the legacies of enslavement, and the Civil Rights Movement; and to different locations in Central and Eastern Europe to learn about the Holocaust as well as about minorities in the twentieth century.

Our faculty are frequently approached by local news stations and are solicited to provide expert commentary and advice at film-screenings and panel discussion in the local area as well as nationally and internationally. Faculty also participate in professional development programs for K-12 teachers in Hamilton County. 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 among UTC, Covenant College, Bryan College, Lee University, and Southern Adventist University.

## **Appendix A: Sample Syllabi**

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA  
WORLD HISTORY FROM THE ORIGINS TO C. 1400  
FALL 2021

**COURSE DETAILS:**

HIST 1110, Section 0

CRN: 44193, 3 credit hours

MWF 10-10:50 am, Grote Hall 317

HIST 1110, Section 11

CRN: 44192, 3 credit hours

MWF 1-1:50 am, Brock Hall 405

**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](mailto:kira-robison@utc.edu)

**OFFICE HOURS:** MW, 2-3 pm; Tu, 12:30-1:30 pm, and by appointment.

We can have conversations either in person or over Zoom (link will be provided). I prefer that a face mask (one covering the nose and mouth) be worn in my office and the department office suite; if you prefer not to wear one, we can meet virtually. If you are not available during the scheduled times and wish to meet, email me and we can make an appointment. I prefer to be contacted by email.

**COURSE FORMAT:** Information in this course will be arranged as evidence for answering broad historical questions that will be asked at the beginning of each topic covered. Students will be expected to draw long-term conclusions from course material that encompass the chronology of the class. Class material 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, assignments). I will post the PowerPoints on Canvas but be advised that these are only *guidelines* for what we talk about in class.

**COURSE CATALOG 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: GENERAL EDUCATION**

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 below.

[Cont.]

Upon satisfactory completion of this course for General Education, students will be able to:

	Historical Understanding	Thoughts, Values, and Beliefs	Non-Western Cultures
1)	Explain concepts such as cause and effect, change over time, context, and contingency	Identify the key components of at least one body of thought.	Identify and analyze knowledge, artifacts, or practices of at least one non-Western culture.
2)	Explain the varieties of historical evidence and assess their strengths and limitations.	Explain and analyze a body of thought.	Recognize and articulate the complexities of human differences within the culture or cultures under examination.
3)	Analyze and interpret primary and secondary source material, distinguish between them, and place them in context.	Apply the unique perspective of the body of thought to a specific problem or question.	Draw comparisons between the culture or cultures under examination and Western traditions or practices.
4)	Evaluate multiple perspectives that emerge from differing narratives and sources	Effectively articulate in writing their individual perspective in relation to the body of thought	
5)	Follow and construct logical and coherent historical arguments.		
6)	Articulate the relationship between the past and the present.		

#### COURSE OUTCOMES: HISTORY

Upon satisfactory completion of this history course, students will be able to:

1. Synthesize historical knowledge about pre-modern world history through case studies of key cultures.
2. Assess the dynamics of causation, contingency, and change over time.
3. Analyze, interpret, and evaluate a variety of primary sources.
4. Identify and use the formal styles of writing, narrative construction, and argument specific to the history discipline.

#### 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 affect your overall performance negatively. If you leave early or arrive late, **please** make every possible effort to ensure 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.

#### COURSE EXPECTATIONS: WRITING

- **Quality:** Assignments should demonstrate an original and focused engagement with the questions, themes, and texts specified by the assignment, no matter the format.
- **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 open-edit encyclopedias, online study guides, personal webpages, and commercial sites advertising products are almost never appropriate!
- **The Writing & Communication Center**, offers UTC students free help with papers, presentations, and speeches, for any class, at any stage of the writing process. Peer consultants help writers brainstorm, outline, organize ideas, develop arguments, learn a particular citation style, and more. The WCC offers both synchronous and asynchronous online consultations. In each of their consultations, they provide actionable feedback to keep you moving forward with your projects. Visit their website for resources, more information about their services, or to make an appointment: [utc.edu/wcc](http://utc.edu/wcc).

#### COURSE EXPECTATIONS: TECHNOLOGY

- The following **hardware** is mandatory for participation in this course:
  - Access to a computer (laptop, desktop, notebook), or similar technology that includes a full keyboard and has software compatible with Microsoft Word.
    - Technology needs for *on-campus* course participation are met by way of computer labs available on a first-come, first-served basis in such as the UTC library and other locations, and short-term equipment circulation provided by the library.
  - A reliable internet connection
- The following **software** (or equivalent) is mandatory for participation in this course:
  - Microsoft Office (Word, PowerPoint, Excel, etc.)
  - A reliable browser (Chrome, FireFox, etc.)
  - Students must keep their anti-virus definitions up to date
  - You should have an updated version of Adobe Acrobat Reader (<https://get.adobe.com/reader/otherversions/>) for PDF documents.
- Students are expected to check the course on UTC Learn and their UTC student email account daily.
- Students are expected to have the following **computer skills**:
  - Word processing including formatting word processor documents
  - Email including sending, receiving, and email attachments
  - Internet searches
  - UTC library database searches

- Any difficulties you have with your computer, software, or printing should be directed to the Information Technology Help Desk, *not* the instructor. If you have problems with your UTC email account or for UTC Learn support, contact the Help Desk at (423)-425-4000.

**A NOTE ON (N)ETIQUETTE AND MINDFULNESS:** This class occurs in real time—there is no “fourth wall”. Students should be open to and respectful of other students’ views. Discussions (whatever format they occur) 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 and Canvas will receive a one-on-one warning, loss of participation points, and dismissal from class for repeat incidents.

**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 enrollment 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/collusion” 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 Canvas’ text-matching software (Unicheck) 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.
- What happens? In all instances I will report the suspected violation to the Student Conduct Office. As a student, you have a right to either sign the waiver form or ask for an Honor Court hearing. As far as grades go, the first violation results in a zero for the assignment, any further violations result in a failure of the course.

**TITLE IX AND SEXUAL MISCONDUCT:** Our school is committed to fostering a safe, productive learning environment. Title IX is a federal law that prohibits discrimination based on sex in educational programs and activities that receive federal funds. Discrimination based on sex includes sexual misconduct, relationship violence, and stalking.

- UTC strives to prevent, address, and eliminate this type of misconduct by responding to individual incidents, supporting those who have been harmed, and educating community members on how to create a safe and supportive campus that encourages healthy and respectful relationships.
- Faculty members have a responsibility to help create a safe learning environment on our campus. To accomplish this, faculty have a mandatory reporting obligation and are required to share information with the University regarding sexual misconduct, relationship violence and/or stalking that is disclosed to them during the performance of their duties.
- Students may speak to someone confidentially by contacting Survivor Advocacy Services (SAS), located in the Center for Women & Gender Equity, at 423-425-5648 (M-F, 8 a.m. – 5 p.m.).
- Questions regarding Title IX, complaints of non-compliance, and complaints of sexual misconduct, relationship violence and stalking may also be directed to the Title IX Coordinator, Stephanie Rowland, at 423-425-4255 or [titleix@utc.edu](mailto:titleix@utc.edu).

#### **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 Canvas. Any technical issues that result in late submissions must be accompanied by screenshots of the issues in order to avoid the late fee.
  - *Mini Critiques are never accepted after the start of class time.*
- **Scheduled Absences/Unavailability:** Athletes, musicians, and military personnel, it is your responsibility to let me know schedules and any pertinent information at the beginning of the semester or as soon as you know it. If any of you need to miss sessions to observe a holy day pertaining to your religious faith, let me know as soon as possible. I reserve the right to require verifiable documentation either prior to your missing or upon your return to class, in any situation.
- **Make-up quizzes and class work:** Make-ups will only be permitted for documented, university-approved absences/unavailability. If you fail to meet any new deadlines for an assignment, your work will not be accepted for a grade. If it is a group meeting/activity, it is up to your teammates whether or not they will accommodate you.
- **COVID-19 Policy Statement:** Students are expected to wear a face mask, that covers their mouth and nose, at all times while in an instructional space (classroom), when instruction is occurring. These requirements are in place to promote the health and safety of the entire University community.
- **COVID-19 Absences:** Students must complete the [COVID-19 Notification form](#) if they are positive for COVID-19; symptomatic for COVID-19; exposed (close contact) to a known case of COVID-19 / someone positive for COVID-19; or potentially exposed to a known case of COVID-19 / someone positive for COVID-19. Documentation will be provided to me by the Office of Student Outreach & Support. If you are instructed by university administration to stay home due to your responses, you are not to come to campus or attend face to face classes. If you are cleared to be on campus and attend class, you are required to attend face-to-face class sessions.
  - You will not be penalized for COVID-19 related absences or late course assessments due to a COVID-19 related concern unless you are unable to complete course learning outcomes. I will work reasonably with you to identify ways to complete course requirements. You must, if you are asymptomatic or if your symptoms do not

interfere with your ability to participate in the course, continue to participate in the course using the online assets and tools that I may make available through UTC Learn including: videos, discussions, quizzes, etc.

- If COVID-19 related illness results in any missed course work (face-to-face or online), you must contact me within 48 hours of recovering to plan make-up work. Makeup work must be completed according to the plan devised by me in coordination with you. It remains your responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and you may find yourself in the situation where you are unable to complete all work by the end of the semester. In such a case, you should consider a late withdrawal or an incomplete grade. Please contact the Registrar's Office (423-425-4416) to learn more about the late withdrawal process.
- If you have COVID-19 disability related risk factors that may affect attendance, you are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.
- If you believe I have not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, you have the right to appeal according to UTC's [General Student Grievance \(Complaint\) Procedure](#) by filling out the [Student Complaint Form](#) and submitting to the Office of the Dean of Students.
- **Communication:** 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. Email policies are as follows:
  - Include a note in the subject line that identifies your reason for emailing.
  - Please do not e-mail me by replying to a mass e-mail that I have sent to the class. Start a new e-mail with a new subject line. Otherwise, your message might become hidden in an unrelated thread.
  - I reserve the right not to respond to e-mails that do not address me directly or begin with informal wording. “Dear Dr. Robison,” is always an appropriate beginning.
- **UTC Learn/Canvas:** *I will not accept assignments over email unless you have talked to me prior to submission.*
  - For all assignments submitted through Canvas, 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. Internet Service Provider (ISP) problems are not excuses for turning work in late. Please do not wait until the deadline to submit your assignments. 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 must send an assignment back for reformatting, you will **lose** a full letter grade.
    - **GoogleDoc links/shares are not compatible with Canvas.**
- **Adverse Weather:** If the campus is closed due to inclement weather, the online course will proceed as normal, unless there are extensive power outages. In the latter case, the following protocol will apply: the instructor will provide an updated schedule, activities, and due dates on Canvas ASAP.
- **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 go by the office, 108 University Center.

- ***Pregnant and Parenting Students:*** UTC does not discriminate against any student on the basis of pregnancy, parenting, or related familial status. Pregnant or parenting students seeking accommodations should contact the Title IX Coordinator immediately.
- ***Overwhelmed?*** The Office of Student Outreach & Support (SOS) advocates and supports students experiencing challenges in their personal and/or academic lives. SOS staff help students navigate University administrative processes; connect with University and community resources; and develop coping, resiliency, and self-advocacy skills. Referrals can be made by students, faculty, and staff. Additionally, students can refer themselves as needed. To make a referral, submit a Community Member of Concern Referral Form at [www.utc.edu/soc](http://www.utc.edu/soc). Individuals may also contact SOS by e-mailing [sos@utc.edu](mailto:sos@utc.edu) or calling 423-425-4301. Additionally, SOS manages Scrappy's Cupboard, UTC's food pantry. Scrappy's Cupboard is free, anonymous, and no questions asked. Students needing support ranging from one meal to a week of supplies should visit Scrappy's Cupboard. For more information, visit [www.utc.edu/scrappyscupboard](http://www.utc.edu/scrappyscupboard).

#### **COURSE MATERIALS AND RESOURCES:**

- **The Syllabus!** This document, right here. Your go-to for course information. Come here first. If it is not in here, then check the Canvas modules. If none of those bear fruit, then email me.
- **Textbooks are not required to be purchased for this class, however...**
  - ***Readings on UTC Learn/Canvas:***
    - These readings can be found by week on UTC Learn and are marked with "Cv". You should be able to login through <http://www.utc.edu/learn>.
  - ***Optional Textbook (Open Source)***
    - *World History: Cultures, States, and Societies to 1500* (Online PDF)
      - Eugene Berger, et. al. CC BY SA 4.0
        - Link for downloading can be found in Canvas, corresponding chapters will be marked in the syllabus with brackets. You do not need to engage with the additional chapter materials unless you wish to.
        - Hereafter labeled as "*WH*"

**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, provable, petition.

- ***Canvas "Total" column:*** The "Total" column in Canvas is deceiving. It only records the total of the graded material attempted to date, and thus may change dramatically at any time.
- ***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 is not guaranteed. In the rare instances it occurs, I round precisely. Grading is points-based, not percentage.
- ***Participation:*** Participation and work ethic matter. I cannot grade you on what you think you learned. Doing the work but not *engaging* will not work well for you. For example, do not ask the internet the paper question—answer it yourself. Accept that 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.
- *Grades for assignments are usually available within two weeks of the due date.*

#### 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)

- Journal Questions (Cv) 100 pts
  - 4 @ 25 pts ea.
- Mini Critiques (Cv) 100 pts
  - 5 @ 20 pts ea.
- Map Quizzes 200 pts
  - 4 @ 50 pts ea.
- In-class Analyses [ICAs] 300 pts
  - 3 @ 100 pts ea.
- Final Analysis 150 pts
- Participation 150 pts
  - Indiana University's Plagiarism Certificate (50 pts)
    - Each student in this class is required to participate in IU's plagiarism tutorial and certification process. To get credit, you will upload your passing certificate to Canvas.
    - This assignment should take about an hour, can be split into 3 sessions
    - You should do the tutorials and take notes before taking the quiz. This is not something you can breeze through
    - **You must have a passing certificate to receive these points**
  - 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
    - Considerations such as pop quizzes, attendance blitzes, and other in-class assignments
    - Consistent adherence to University policies and procedures

## ASSIGNMENTS: DETAILS

- Journal Responses:
    - There are four (4) Journal Responses. These are individual, online assignments that ask you analytical questions with the expectation that you have read and thought about the source or topic involved. These are between the student and instructor, but should be in formal written English and about a paragraph in length for each question asked unless otherwise stated.
  - 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 Canvas.
  - 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 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***

#### WEEK 1 (8/16-8/20)

- Introduction to the course and expectations
  - Chronology and sources
    - No reading
  - The Agricultural Revolution and Settlement
    - No reading
    - [*WH*: Chapter 1]
- 

### ***Prehistory***

#### WEEK 2 (8/23-8/27)

- River Civilizations
  - No reading
- Writing Systems and Social Order

- No reading
  - Writing Systems and Social Order, cont.
    - Have read: “The Satire on the Trades,” Cv
  - **F, 8/27: IU Plagiarism Certificate Due, Cv dropbox, by 11:59 pm**
- 

## **SUN. 8/30: LAST DROP DAY**

### ***The Ancient World***

#### WEEK 3 (8/30-9/3)

- **M, 8/30: Map Quiz #1, Near East and Egypt**
  - Religion and City Planning
    - Have read: “Creation Myth,” Cv
    - [WH: chapter 2]
  - **W, 9/1: Journal Response (JR) #1 due, Cv, by 11:59 pm**
  - New Kingdom Egypt
    - Have read: “The Great Hymn to the Aten,” Cv
    - “The Great Hymn to Osiris,” Cv
  - The Late Bronze Age
    - Have read: Amarna Letter 74, Cv
      - **Mini Critique #1, due F 9/3, beginning of class**
- 

#### WEEK 4 (9/6-9/10)

- **M, 9/6: LABOR DAY, NO CLASS MEETING**
  - 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, Cv
- 

#### WEEK 5 (9/13-9/17)

- **M, 9/13: ICA #1**
  - The Persians
    - Have read: “The Cyrus Cylinder,” Cv
  - The Persians, cont.
    - Have read: “The Behistun Inscription,” Cv
      - **Mini Critique #2 due F 9/17, beginning of class**
- 

### ***The Classical Era***

#### WEEK 6 (9/20-9/24)

- **M, 9/20: Map Quiz #2, Classical Mediterranean**
  - Greece and the Aegean
    - Have read: “Schliemann and Troy,” Cv
    - [WH: Chapter 5]
  - Athens and Sparta
    - Have read: “Causes of the War,” Cv
  - Alexander and Hellenism
    - No reading
-

WEEK 7 (9/27-10/1)

- **M, 9/27, Journal Response (JR) #2 due, Cv, by 11:59 pm**
  - The *Diodochi*
    - No reading
  - **W, 9/29: Map Quiz #3, Asia**
  - Order, Religion, and Society in India
    - Have read:
      - “Quick Guide to the Ramayana,” Cv
      - [WH: Chapter 3 through p. 89]
  - Hinduism: Parallel Worlds
    - Have read: “The Laws of Manu,” Cv
- 

WEEK 8 (10/4-10/8)

- **M, 10/4: ICA #2**
- The Pursuit of Nirvana
  - Have read: Excerpts from “Setting in Motion the Wheel of the Law,” Cv
- **F, 10/8: Journal Response (JR) #3 due, Cv, by 11:59 pm**
- Philosophy, Rule, and Life in China
  - [WH: Chapter 4 through p. 140]

**MIDTERM GRADES by FRI. 10/8**

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WEEK 9 (10/11-10/15)

- **M, 10/11: FALL BREAK, NO CLASS**
  - The Appeal of Buddhism: China
    - Have read: “Buddhism and Filial Piety,” “Buddha-nature,” and “The Legend of Miao-shan,” Cv
  - **F, 10/15: Journal Response (JR) #4 due, Cv, by 11:59 pm**
  - Global Trade in Eurasia
    - Have read: “Silk Roads” readings, Cv
- 

WEEK 10 (10/18-10/22)

- Representation and Reform in Republican Rome
    - Have read: *Cursus Honorum*, Cv
  - Conquest, a Love Story
    - Have read: Excerpt from Plutarch’s *The Life of Antony*, Cv
      - **Mini Critique #3 due W 3/21, beginning of class**
    - [WH: Chapter 6 through p. 256]
  - The Emperor Augustus
    - Have read: Excerpts of the “Deeds of Augustus”, Cv
- 

**MON. 10/25: LAST DAY FOR WITHDRAWAL (W)**

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WEEK 11 (10/25-10/29)

- **M, 10/25: ICA #3**
- Rise of Christianity
  - No Reading
- Transition to a Christian Empire

- Have read: “The Edict of Milan,” Cv
    - **Mini Critique #4 due F 10/29, beginning of class**
- 

**[Cont.]**

WEEK 12 (11/1-11/5)

- **M, 11/1: Map Quiz #4, *Dar-al Islam***
  - Muhammad and the Founding of Islam
    - Have read: Excerpts, Muhammad ibn-ishaq, *Biography of the Messenger of God*, Cv
    - “Muhammad’s Last Sermon,” Cv
    - [WH: Chapter 8]
  - The Expansion of Islam
    - Have read: “The Pact of Umar,” Cv
  - Islamic Africa
    - Have read: Islamic Africa readings. Cv
- 

***The Middle Ages***

WEEK 13 (11/8-11/12)

- Byzantium
    - Have read: Procopius, *Secret History*, ch. 1-6, Cv
    - [WH: Chapter 7]
  - Carolingian Europe
    - Have read: Excerpts from Einhard’s *Life of Charlemagne*, Cv
  - The Medieval Mediterranean
    - Have read: Pope Urban II, Speech (Cv)
- 

WEEK 14 (11/15-11/19)

- China and the Mongols
    - Have read: TBD
  - How Far East?
    - Have read: TBD
  - East and West, Them and Us
    - Have read: Excerpts from *The Travels of Marco Polo*, Cv
      - **Mini Critique #5 due F 11/19, beginning of class**
- 

WEEK 15 (11/22-11/26)

- Fourteenth-century Crises
    - Have read: WHO factsheet, “Plague”, Cv
  - **W 11/24-F 11/26: THANKSGIVING TRAVEL AND HOLIDAY, NO CLASSES**
- 

WEEK 16 (11/29)

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

**FINAL ANALYSIS** (during Final Exam period, same classroom)

- Section 0 (10-10:50): **Friday, December 3, 8-10 am**
- Section 04 (11-11:50): **Friday, December 3, 10:30 am-12:30 pm**
- These times are chosen by central systems, not the instructor

**COURSE LEARNING EVALUATION:** Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

## History 1120 World History from 1400-Present

Section 05 \* 27725 \* TuTh 8:00 - 9:15 a.m. \* 202 Brock Hall  
Section 06 \* 27726 \* TuTh 9:25 - 10:40 a.m. \* 202 Brock Hall  
3 Credit Hours

Instructor: Fang Yu Hu (Professor Hu or Dr. Hu)

Email: [fangyu-hu@utc.edu](mailto:fangyu-hu@utc.edu)

Office: 408A Brock Hall

Phone: 423-425-5622

Office Hours: Tuesdays and Thursdays, 2:20-3:50 P.M., and by appointment

Course contents on UTC Learn (Blackboard): [www.utc.edu/learn](http://www.utc.edu/learn)

**Course description:** This course examines the history of the world from approximately 1400 to the present. We will trace the emergence of the modern world through a survey of primary sources and scholarly works. This course seeks to understand how economy, politics, and societies in different regions of the world become more closely tied to each other through the production and consumption of commodities and ideas as well as the movement of people and diseases. This is *not* a class that focuses on one country, one specific historical event, or one historical figure. The course emphasizes *non-Western* societies and cultures mainly through *social, cultural, and environmental* historical narratives. In each class meeting, we will focus on one commodity and one country or region, and its connection to another country or region. We will focus on two themes: globalization and labor. The course pays special attention to class, ethnicity, and gender.

Breakdown of Region and Topic (25 topics):

- Africa (6 topics): diamond & gold, decolonization & developmentalism, rubber, slavery & Haitian Revolution, Social Darwinism, T-shirt travels (film)
- Asia (14 topics): coal, coffee, communism, cotton, gender & sexuality, Islamic technology, Mongols, nationalism, petroleum, porcelain, rubber, silver, soft power, tea & opium
- Australia (2 topics): diamond & gold, epidemics/animals/plants
- Central & South Americas (9 topics): banana, coffee, colonists, epidemics/animals/plants, nationalism, rubber, silver, slavery & Haitian Revolution, sugar
- Europe (14 topics): coal, coffee, colonists, communism, cotton, epidemics/animals/plants, Mongols, nitrogen, porcelain, slavery & Haitian Revolution, sugar, Social Darwinism, tea & opium, wheat
- North America/U.S. (13 topics): banana, coal, colonists, coffee, communism, epidemics/animals/plants, gender & sexuality, slavery & Haitian Revolution, nitrogen, petroleum, Social Darwinism, soft power, wheat

In this course, we form a community of learners. Everyone is expected to complete the required reading assignment each day and to contribute to the analysis of each reading to have a productive meeting. Course reading material complements lecture and in-class discussion materials. Lecture will cover one topic related to the reading or a complete different topic but from the same historical period.

This course is certified as a General Education course fulfilling the “Fine Arts and Humanities Category” (Historical Understanding Subcategory) and in the “Non-Western Culture Category.” See <http://www.utc.edu/general-education/>.

**General Education Statement for Historical Understanding:**

Upon completion of the required credit hours in this subcategory [Historical Understanding], 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; and articulate the relationship between the past and the present.

**General Education Statement for Non-Western Culture:**

Upon completion of the required credit hours in this subcategory [Non-Western Culture], 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.

**Course Outcomes:**

*Content:* Students will understand what globalization means through the movements of commodities, ideas, and people that have connected different societies and regions around the world for centuries. They will be able to articulate, compare, and contrast how the production and the consumption of commodities and ideas have changed various societies around the world. They will understand the impact of these changes in the past and the legacy of historical events and actors in our world today.

*Skills:* Students will learn these skills during the semester --

1. Critical Thinking Skills: Analyze, interpret and evaluate scholarly research methods and interpretation.
2. Critical Thinking Skills: Synthesize significant, open-ended questions and research about the past and scholarship works.
3. Communication Skills: Communicate ideas effectively in oral presentations, class discussions, and written assignments.
4. Historical Methods: Understand and use sources, research methods, and formal styles of writing specific to the history discipline.
5. Teamwork: Collaborate with peers on leading class discussions.

**Format of Class Meetings:** Class will consist of one or more of the following activities

1. Discussion Leader Assignment: Student-led class presentation and discussion of the assigned course reading material
2. Lecture & Analysis: Instructor focuses on one topic that supplements the course reading material. Students are asked to analyze text and/or image.
3. Primary Source Discussion: Small-group and general class discussions of

primary source(s) that students read and discuss in class

## UNIVERSITY RESOURCES

**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:** The University of Tennessee at Chattanooga affirmatively states that it does not discriminate on the basis of race, sex, or disability in its education programs and activities. Please see the Student Handbook for the complete [Affirmative Action Policy](#). Please contact the instructor to discuss attendance if: 1) you are a military student with the potential of being called to military service or training during the course of the semester, 2) you are observing a holy day pertaining to your religious faith, and/or 3) you seek accommodation because of pregnancy, parenting, or related familial status.

**Title IX:** UTC is committed to creating an educational and learning environment free from discrimination based on sex and supports members of the campus community by providing resources to assist students, faculty and staff in addressing issues involving sex discrimination, including sexual violence. Questions regarding Title IX or concerns about and complaints of non-compliance that include complaints of sexual harassment, sexual assault, sexual violence, or other sexual misconduct should be directed to the Title IX Coordinator, Ms. Stephanie Rowland (423-425-4255 / Stephanie-Rowland@utc.edu) and [UTC Title IX Office](#). Report can be made [here](#). 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.

**Veteran Student Services** (University Center, Room 117): If you are a student veteran, active service member, or veteran dependent and need any assistance with your transition, please refer to [UTC Green Zone](#) or [Center for Military and Veteran's Affairs](#). These sites can direct you the necessary resources serving our veterans. You may also contact the coordinator of Veteran Student Programs and Services directly at 423-425-2277. THANK YOU FOR YOUR SERVICE.

## THE COURSE

### Required Texts

Robert B. Marks, *The Origins of the Modern World: A Global and Ecological Narrative*, Third Edition (Rowman and Littlefield, 2015), is available for purchase in the University Bookstore. Bring the book to every class.

Additional readings and course materials are made available through UTC Learn (Blackboard) under "Additional Readings," and noted in the "Class Schedule" of this syllabus with asterix (\*). For off-campus access to an academic article or video, you must login using your **UTC ID through the [UTC Library Website](#)**. You are required to bring a copy of the additional reading on the day it is assigned.

In-class primary source can be accessed through UTC Learn (Blackboard). Please bring a paper or digital copy to class.

**UTC Learn Access:** Log on to [UTC Learn](#) using your utclD and password. Click on the course called "Hist 1120 World History from 1400-Present." If you need help with UTC Learn, visit the webpage [UTC Learn Student Tutorials](#) or contact the [Solutions Center](#) at 425-4000.

### Technology Requirements for Course

1. Students are expected to check the course on UTC Learn and their UTC student email accounts daily.
2. Students are expected to have the following computer skills:
  - a. Word processing, including formatting word processor documents
  - b. Email, including sending, receiving and email attachments
  - c. Internet searches
  - d. UTC library database searches
3. Students must keep their anti-virus definitions up to date
4. For UTC Learn support, contact the Solutions Center at 423-425-4000.

### Hardware and Software

1. A device with internet access that allows the student to access course content and assessments on the following websites: UTC Learn (Blackboard), UTC Library website for academic articles, and other websites that contain course reading materials
2. A device able to view PDF and Word files
3. A device able to create and edit Microsoft Word and Microsoft PowerPoint files
4. an updated version of Adobe Acrobat Reader (for PDF documents), Microsoft Word, and Microsoft PowerPoint.

### Technology Skills Required for Course

1. using and checking UTC email account on a daily basis. If you do NOT know your UTC ID user name and password, please contact the Solutions Center at 423-425-4000.

2. navigating websites
3. downloading and uploading files
4. creating Microsoft Word and Microsoft PowerPoint files
5. answering and submitting online surveys and quizzes

<b>Grading</b>	<b>Points</b>	<b>Percentage of the Total</b>
Individual & Small-Group Discussion Reports	200 points	20%
Map Quiz	50 points	5%
Daily Reading Quizzes (UTC Learn)	250 points	25%
Discussion Leader Group Assignment	100 points	10%
Primary Source Response Paper	100 points	10%
Final Exam Review Group Presentation	100 points	10%
Take-home Final Exam	200 points	20%
<b>Total</b>	<b>1,000 points</b>	<b>100%</b>

**Grading rubric** of each assignment is available in two locations: the course syllabus and the specific folder of each assignment on UTC Learn. Please review each rubric carefully before completing and submitting an assignment.

### **ATTENDANCE AND PARTICIPATION**

Class time will involve lecture, textual and image analyses, and discussion of assigned readings. You are expected to listen carefully, take notes, participate actively, and come to class prepared to discuss the readings. All readings must be completed before coming to class. **Bring a paper or digital copy of each reading document to class.**

Readings for each week, from the assigned textbook and UTC Learn Additional Readings, can be found in the Class Schedule of this syllabus. Focus questions for textbook and additional readings can be found in the "Study Guide " section in this syllabus to help you prepare for daily reading quizzes online, class discussion, and exams. **Note-taking based on questions from the "Study Guide"** is highly recommended to prepare for the daily reading quizzes online and in-class discussions.

You are **allowed two absences**, excused or unexcused, this semester without penalty. If you **miss 7 or more class meetings**, the highest grade you can receive is a letter **grade of "C"** in this course even if you earned a higher score than C on your assignments. If you **miss half or more class meetings**, you will **automatically receive a grade of "F"** for "failure" in this course. Please keep track of your own attendance.

If you miss more than one-quarter of any class meeting (20 minutes) by arriving late or leaving early, you are considered to be absent that day.

### **INDIVIDUAL & SMALL-GROUP DISCUSSION REPORTS (10 points each)**

Objectives:

- To learn how to work in a team with others with similar or/and different skill set from you
- To learn how to communicate orally in a small-group and a large-group setting

effectively

- To assess dynamics of causation, contingency and change over time in a variety of historical contexts
- To analyze, interpret, and evaluate a variety of primary and secondary source materials
- To generate significant, open-ended questions about the past

You are required to participate actively in small-group discussions in class. We will read and discuss primary sources in class. The instructor will inform you if you are submitting an individual or a group report each day. Your **score is based on completion**, but the instructor reserves the right to make *adjustment* to your final score after reading your self- and peer-evaluations.

**Answer and record** answers to specific questions listed on the handout or the PowerPoint slide during small-group discussion. Submit your report to the instructor at the end of the class.

*Small-Group Discussion Role:* Form a **three-person group**. Decide on one role: scribe, spokesperson, or discussion leader. Regardless of your role, everyone is expected to contribute to discussion.

- **Scribe:** records attendance of each group member, their role, and the group's answers to Discussion Leader Group discussion questions (if available) and primary source discussion questions for each class meeting. Submits this report to the instructor at the end of each class meeting. The instructor **will not return this report** to the group.
- **Spokesperson:** reports the group's answer to the class on black/whiteboard and/or by speaking.
- **Discussion leader:** facilitates discussion within the group. Keeps track of time and makes sure every question has been discussed by the group within the time limit.

If a member is absent, the group must rearrange role for that day according to the importance of the role: scribe is the most important role. Your total score earned will be based on engagement in the group and contribution to general class discussion. Students will **not earn any points** if they were **absent**.

**Make-up Policy for Discussion Reports:** The instructor will accept up to **two make-up** Discussion Reports for the two excused/unexcused absences that you may have. No more than two. The day when a report is required is marked by a plus sign (+). If you were absent on that day and wished to receive credit for the report, please analyze the in-class primary source that you can access on UTC Learn and answer the following questions. Submit the hand-written report(s) to the instructor on the **first day you returned** to class. No late submission will be accepted.

1. **Select** a passage you find interesting. **Explain** why you chose that quote. **Interpret** the quote.

2. **What** is it (letter, speech, journal entry, etc.)?
3. **Who** wrote it? Who is that person or group?
4. **When** was it written?
5. **Where** was it written?
6. What **audience** was it written for?
7. **Why** was it written?
8. What does it **really say**? (Analyze the document, make sense of the language and vocabulary, and try to distill what the author is trying to convey.)
9. Is there anything complicated or **controversial** about the author's message?

On the day of the last day of class (Apr. 19), please **submit an evaluation** of your and your teammates' participation on UTC Learn. The instructor will make adjustment to your total score accordingly. **Failure to submit** an evaluation will result in an **automatic 30-point deduction** from your original earned score in "Individual & Group Discussion Reports."

#### *Self- and Peer-Evaluation of Class Discussion*

Objective: To reflect on one's level of participation in small groups throughout the semester

The evaluation must be proofread and has no grammatical errors. No make-up will be accepted except in cases of family and/or medical emergency with proper documentation.

The evaluation must answer all the following questions in a *multi-paragraph essay format*:

1. Did each person stay on topic, or drift in the middle of business (ex: talking TV, sports, weekend plans, etc.)
2. When present, did each person participate equally in the discussion or was it uneven?
3. What issues and/or challenges came up during small-group discussion? Did you or a teammate address the issue/challenge? If yes, how? If not, why not?
4. Other comments (ex: epic absences, excellent leadership, strong ideas, etc.; constructive remarks only!)

Grading rubric of the evaluation:

- Requirement: Was the evaluation written in a multi-paragraph essay format that addresses every question? Did the evaluation fully answer every question?
- Evidence and Tone: How much detail did the evaluation provide to support each answer? Was each answer specific and reflective? Was the tone respectful?
- Grammar, Mechanics, and Organization: Was the evaluation free of grammatical and mechanical errors? Was it organized?

Rubric created by Fang Yu Hu, University of Tennessee at Chattanooga, Spring 2018.

#### **MAP QUIZ (Thursday, January 18)**

Objective: To identify major cities and bodies of water with important political, economic, social, and/or cultural impact on the world since the fifteenth century

Use the textbook and the internet to locate places on "Map Quiz List of Places." You can find "Map Quiz List of Places" and "World Map" in this syllabus. Each item is worth 2 points. On the day of the quiz, you will be given a blank world map and a list of places to identify on the map. Quiz begins promptly at the beginning of class and ends 10 minutes after class begins. No make-up quiz will be given except in cases of emergency with proper documentation and prior consultation with the instructor.

### **DAILY READING QUIZZES ON UTC LEARN BLACKBOARD (10 points each)**

Objectives:

- To comprehend the main points from the assigned reading source(s)
- To summarize or paraphrase content from the assigned reading sources

Students must complete a **five-question** reading quiz (2 points per question) on UTC Learn before each class meeting. To prepare for it, refer to the "Study Guide Questions" section in this syllabus before you begin reading the assigned sources of the day. You are highly recommended to provide a comprehensive answer to each question and use your answers to take the quiz. You may use your notes and reading materials during each quiz. Please note that you have up to **three attempts** on the same quiz, **seven minutes** on each attempt, before class begins. The highest score will be recorded. Instructor will not give additional attempt. No make-up will be accepted except in cases of family and/or medical emergency with proper documentation.

### **DISCUSSION LEADER ASSIGNMENT (100 points)**

Objectives:

- To learn how to work in a team with others with similar or/and different skill set from you
- To learn how to conduct oral presentation effectively
- 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
- To analyze, interpret, and evaluate a variety of primary/secondary source materials
- To generate significant, open-ended questions about the past

Each of you will be asked to take charge of our class discussions, as part of a team, once in the semester between Week 4 and Week 13. You will be assigned to a team. You may view your teammates' names on UTC Learn under the "Discussion Leader Assignment" folder. You are responsible for obtaining the contact information of all team members and for contacting them. The instructor highly recommends that your group **begins the preparation at least one week before** your in-class presentation. A detailed guideline and the grading criteria can be found in the "Discussion Leader Assignment" section of this syllabus.

## **PRIMARY SOURCE RESPONSE PAPER (100 points)**

Objectives:

- To analyze, interpret, and evaluate one or two primary source materials
- 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

Write a minimum 500-word and maximum 700-word multi-paragraph response paper that focuses on a set of primary sources chosen from the list provided below. Primary sources can be found on UTC Learn under the tab “In-class Primary Sources.” Analyze specific words, phrases, and/or passages from your chosen primary source(s) that answer questions required by this assignment. Only required reading and/or lecture materials from Week 1 through Week 8 of this course may be used and cited in your paper. Use of outside sources is considered plagiarism. **Due March 1, 2018.**

A detailed guideline and the grading rubric can be found in the “Primary Source Response Paper” section of this syllabus.

## **FINAL EXAM REVIEW GROUP PRESENTATION (100 points)**

Objectives

- To learn how to work in a team with others with similar or/and different skill set from you
- To learn how to conduct oral presentation effectively
- 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

Each group must present on a topic in a PowerPoint presentation on the last class meeting (**April 19, 2018**). Instructor will assign students to groups and a topic before Spring Break. Answers must include the assigned reading, lecture, and primary source materials covered in this course. No outside source may be used. The group must provide a list of “cited works” on the last slide of the PowerPoint Presentation. Include specific time periods, dates, persons, places, and events throughout the presentation. Provide citation. Submit the PowerPoint Presentation and a list of key terms on UTC Learn by 11:59 pm on the last day of class meeting. For more detail on the guideline and the grading rubric, refer to the “Final Exam Review Group Presentation” section of this syllabus.

## **TAKE-HOME FINAL EXAM (200 points)**

Objectives:

- 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
- To analyze, interpret, and evaluate a variety of primary and secondary source materials

A take-home final exam due 11:59 pm on Friday, **April 27, 2018**. The final exam is cumulative. The final exam questions will be available in the folder "Exams" on UTC Learn at least 48 hours before the deadline. Complete and submit the take-home final exam by 11:59 pm on Friday, April 27, 2018. If your **final exam earned at least 180 out of 200 points (90%)**, your final grade in the course will be **bumped up one letter grade**. For example, if you had a total score of 600 points out of a possible of 800 points before taking the final exam, and earned a score of 180/200 points on the final exam, your total score would be  $600 + 180 = 780$ . This would have been a letter grade of "C" for 78%, but the instructor will bump up your final grade in the course to a "B" because of the final exam score. **Plagiarism** on the take-home final exam will result in a letter grade of "F" for **"failure" in this course**. You will earn a letter grade of "F" for "failure" in this course if you used or cited any outside-course materials, including Wikipedia, on any part of your final exam. No make-up will be accepted except in cases of family and/or medical emergency with proper documentation. Refer to the "TAKE-HOME FINAL EXAM RUBRIC" for the grading rubric of this assessment.

### **SUBMISSION GUIDELINES**

Your assignments must be submitted to UTC Learn text-matching software (SafeAssign) for review and to analyze for originality and intellectual integrity. By submitting your works online, you agree to have your works 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.

### **USE OF GUIDELINES AND GRADING RUBRICS**

Detailed guidelines for each assignment, as well as rubrics for grading, are included in this syllabus. Failure to follow the provided guidelines will result in a significant loss of points. Refer to the grading rubrics for details regarding those point deductions.

### **GRADING SCALE**

- A = 900-1000 points = 90-100%
- B = 800-899 points = 80-89.9%
- C = 700-799 points = 70-79.9%
- D = 600-699 points = 60-69.9%
- F = 599 points or below = 59.9% or under

Your final grade in the course is based on your **total raw score**, which includes extra credit if you completed and earned points from extra credit opportunities. To calculate your course grade at any given point during the semester, add the points that you earn for each assignment and divide it by the total points possible for assignments due,

excluding extra credit. For example, if you earned 45 points on the Map Quiz, 50 points on five daily reading quizzes, and 85 points on the Discussion Leader Group Assignment, add the total points you have earned (180 points) and divide it by 200 points (50 points possible for the Map Quiz, 50 points possible for five reading quizzes, and 100 points possible for the Discussion Leader Group Assignment) to receive 90%, which is a letter grade of "A."

Note: Extra credit is not part of the total possible points. For example, if you earned a 5-point extra credit in the previous case scenario, you would add 5 points to 180 points. You then have a total of 185 points and still divide it by 200 points, which would be 92.5%.

**The instructor will provide feedback on the Discussion Leader Assignment and Primary Source Response Paper within one and a half weeks after submission.**

Please discuss your grade with me *before* you submit your take-home final exam by the due date. I will not discuss your grade with you *after* you have submitted your final exam.

### **Special Notes Regarding Grades**

- I do not give grades; you earn them.
- Please do not ask me to "bump up" your grade, or tell me that your scholarship is in jeopardy. Your grade reflects the effort you put into the course.
- You greatly improve your chances of achieving a satisfactory grade if you:
  - Read the syllabus and every document on UTC Learn thoroughly
  - Attend regularly
  - Take reading, lecture, and discussion notes
  - Keep up with the readings
  - Take assignments seriously, fulfill assignment requirements, and submit them on time
  - Proofread any works you submit for this course
  - Follow instructions and requirements of each assignment and activity
  - Review grading rubric for each assignment
  - Get in touch with me if you have any questions or concerns regarding the material.

If you have questions about your grade at any time before you submit your take-home final exam by the due date, you may meet with me in person during office hours or at a scheduled appointment time. Grades will not be discussed by e-mail or phone, and I am not allowed to discuss your grades with a third party. Please contact the instructor **one week after** you received the feedbacks for any given assignment. **Review feedbacks** for your assignment before your meeting with the instructor.

## POLICIES

**General:** Be respectful, attentive, and curious.

**Respectful:** 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.

### Communication

- General announcements will be sent via UTC Learn. Please check the course on UTC Learn and your UTC student email account daily. If you have problems with accessing your UTC email account or UTC Learn, please contact the Solutions Center at 423-425-4000.
- E-mail is the best method by which to communicate with me. Typically, I will respond to email messages within 24 hours after you sent the email during normal business hours on school days. Do not expect an instant reply.
- Include a note in the subject line that identifies your reason for emailing.
- Please craft your message in the form of a business letter, with a greeting, salutation, and your name in closing. (This is practice for the many years you will spend in the working world.) I reserve the right ***not to respond to e-mails*** that begin with “Hey,” or any other informal wording.
- If you e-mail a question that is covered on the syllabus, you will receive the following one-word reply: “Syllabus.”
- Please do not email me to ask what you missed when you are absent. You likely missed lecture notes, and you should ask a trusted classmate for assistance.

### Cell Phones and Computers during Class Meetings

- Put cell phones on silent or turn them off.
- **Do not text in class.**
- **Do not use any electronic device unless the instructor permits it for class discussion.**
- This is a no-technology classroom. Laptops, tablets, phones or other electronic devices are not permitted. The only exception is during class discussion when you need to access a digital copy of the assigned reading material of the day on UTC Learn. Remove all earbuds and headsets. If you are in violation of this policy, a **10-point deduction per violation** will be applied to your total score in the class at the end of the semester.
- 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. Please keep track of your score. If you had the accommodation to use technology but used it to access non-authorized class content during class time, a **10-point deduction per violation** will be applied to your total score in the class at the end of the semester.

### Attendance Policy for Class Meetings

- You are expected to attend lectures regularly. Attendance will be taken.
- If you miss class, you will miss important announcements and material relevant to assignments and exams.
- Please arrive on time and plan to stay for the duration to avoid disrupting class.
- If you **miss 7 or more class meetings**, the highest grade you can receive is the letter grade of “**C**” in this course even if you earned a higher score than C on all of your assignments.
- If you **miss half or more class meetings**, you will **automatically receive a grade of “F”** for “failure” in this course regardless of your performance on your assignments.
- If you miss more than **one-quarter of any class meeting (20 minutes)** by arriving late or leaving early, you are considered to be absent that day.

### **Make-Up Policy**

- If you will miss a due date, you must notify the instructor as soon as possible by e-mail.
- Make-up or extension will be allowed only **after** proper dated documentation has been provided to justify the absence (doctor’s note, coach’s note, court summons, or family funeral notice). The midterm exam make-up will be given in 408 Brock, during my office hours or at a time to be determined, but not to exceed one week after the original exam date. If you miss that return day for an unexcused reason, you will receive a grade of “Zero” on the assessment.

**Academic Integrity:** The Honor System is designed to foster a campus-wide climate of honesty and integrity to ensure 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.

As stated in the Course Catalog:

“Plagiarism occurs when a person presents words, ideas, patterns of ideas, data, and other intellectual or creative work as the product of his or her effort. Plagiarism is a violation of the University’s Honor Code and can lead to specific penalties including classification on disciplinary probation, a failing grade for the course, or suspension or dismissal from the University. Each student assumes full responsibility for understanding the concept of plagiarism and the University’s policies.”

If you need help with understanding what constitutes plagiarism and how to avoid it, please read the UTC Student Handbook, pages 4-6. You will notice the following advice on page 5:

“A handy rule: if, in a paraphrase or summary, you **use a stretch of more than three words** in their exact order from a source, you should put those words into quotation marks.”

If you are unclear about what constitutes plagiarism, please do not hesitate to see me. You should also review "**The Reality and Solution of College Plagiarism Infographic**" [<http://healthinformatics.uic.edu/resources/infographics/the-reality-and-solution-of-college-plagiarism-infographic/>]. Refer to additional resources on UTC Learn. **Cheating** is 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.

**Lying** to an instructor demonstrates a lack of "honor and integrity" (see Honor Code below). If you lie to me in any way about an assessment, or an absence which affects your ability to complete an assessment on time, you will receive a grade of Zero for that assessment.

#### **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."

Please understand that, as a student of this university, you are bound by that pledge and subject to the rules and regulations of the Honor Code (found in the UTC Student Handbook, page 4), even if you have not taken the time to inform yourself of those rules and regulations. According to an ancient and oft-applied legal maxim, "**ignorance of the law is no excuse.**"

#### **Special Note about Sharing Work**

Each assignment should be treated as an in-class exam. Just as you would never show another student your paper during such an exam, **you should never allow another student to see your work before you submit it** –even if that student is a trusted friend and "just wants to see what you did." If you allow that student to see or hear your work, he/she might take your ideas and/or words and submit them as his/her own. SafeAssign picks up subtle similarities between student papers, and you likely will be charged with plagiarism. Since I cannot possibly determine whose work is the original, both students must be subjected to disciplinary action.

#### **Disciplinary Action**

If you have been found guilty of plagiarizing on any assignment or cheating in any way on an assignment, you will receive a grade of Zero for that assignment, and a

letter may be sent to the Dean of Students to be placed in your file. If you are found guilty a second time, you will fail the course and be reported to the university.

### **SUMMARY OF IMPORTANT POLICIES**

- Form your email correspondence as you would a business letter.
- **Do not text in class**, or use any electronic device without my permission.
- Come to class, and get notes from a classmate when you missed class.
- If you must miss a due date or assessment day, know the make-up policy first.
- Pay attention to deadlines and the submission method of each assessment. Failure to submit the assessment on-time using the correct method will result in **point deduction** or **zero point** for the entire assessment.
- Know what plagiarism is, and **do not plagiarize**.

## MAP QUIZ STUDY GUIDE

Objective: To identify major cities and bodies of water with important political, economic, social, and/or cultural impact on the world since the fifteenth century

To prepare, you may look up place names in Robert Marks' book and/or the internet before you identify each place on the blank map with dots and number. On the day of the exam, you will receive a complete list of place names and the same blank world map with dots and different numbers for labeling.

All of these place names below, a total of 25, will appear on the map quiz. Each place name is worth 2 points. You must identify the place on the map and label it with correct spelling. Misspelling will result in a score of zero for the specific place name. For example, the correct spelling and label on the map of Potosi will earn 2 points, and the correct label on the map but incorrect spelling of Potosi will score no point.

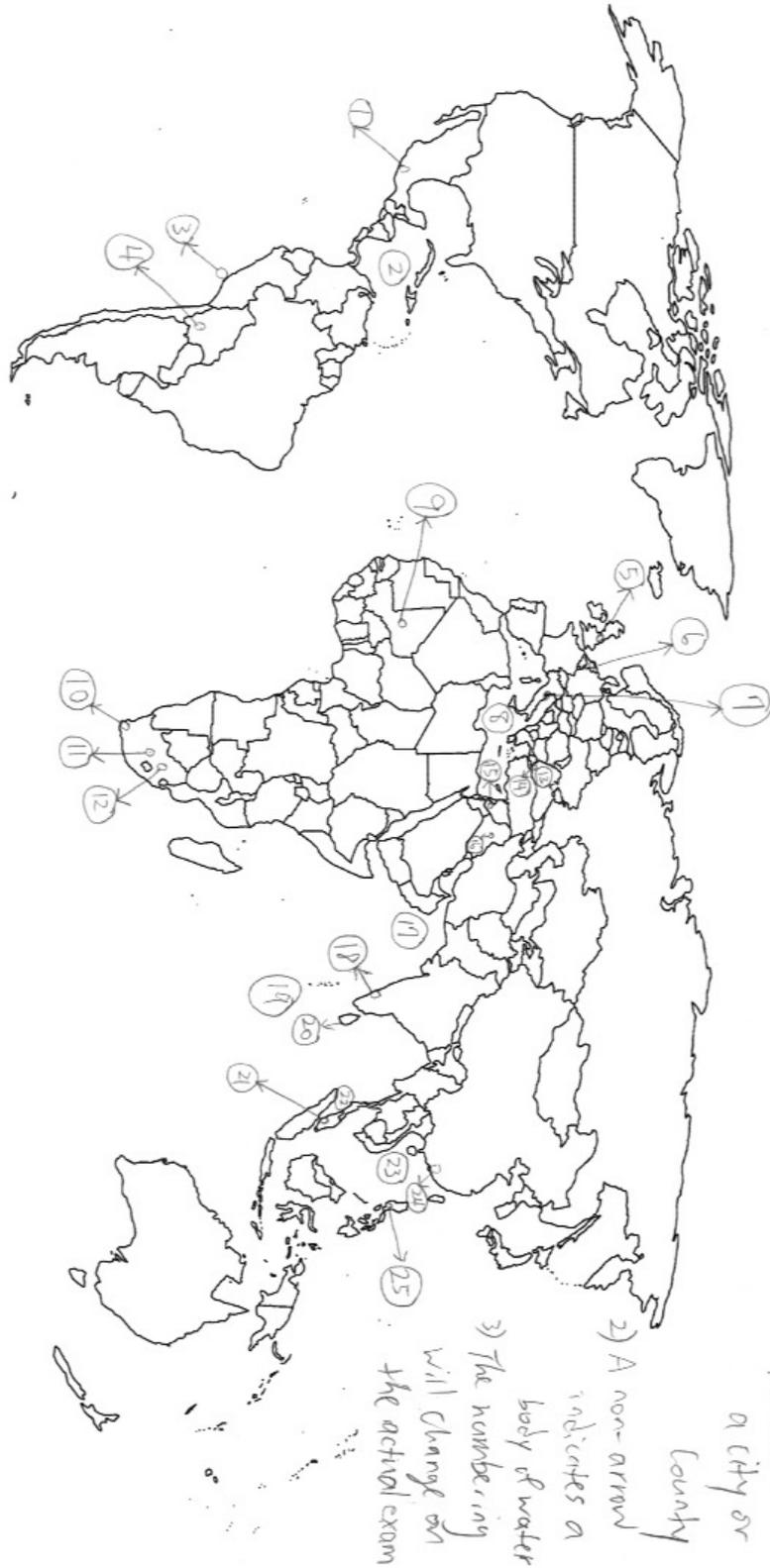
Blank world map available on the next page for preparation and for practice. You will need to write down the place name or the body of ocean/sea that corresponds to the number indicated on the map on the day of the exam, # 1 to #25. Please note that the numbering on the sample blank map will change on the actual map quiz. For example, "Indian Ocean" is #19 on the blank map in the study guide, but might be #1 on the actual midterm exam.

### LIST OF PLACES

Place names (25):

- Acapulco
- Amsterdam
- Arabian Sea
- Baghdad
- Black Sea
- Calicut
- Canton/Guangzhou
- Cape of Good Hope
- Caribbean Sea
- Ceylon (Sri Lanka)
- Chincha Islands
- Damascus
- Indian Ocean
- Istanbul
- Johannesburg
- Kimberley, South Africa
- Manchester
- Malacca/Melaka
- Manila
- Mediterranean Sea
- Potosi
- South China Sea
- Strait of Malacca
- Timbuktu
- Venice

# WORLD MAP BLANK



World History Map Midterm Exam

Note:

1) An arrow indicates a city or country

2) A non-arrow indicates a body of water

3) The numbering will change on the actual exam

## DISCUSSION LEADER GROUP ASSIGNMENT

### Objectives

- To learn how to work in a team with others with similar or/and different skill set from you
- To learn how to conduct oral presentation effectively
- 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
- To analyze, interpret, and evaluate a variety of primary/secondary source materials
- To generate significant, open-ended questions about the past

**Task:** Each of you will be asked to take charge of our discussion on course reading for 25 minutes, as part of a team, once in the semester. Your team is required to lead discussion for **at least 20 minutes, and at most 25 minutes**. Plan to allocate no more than **10-minutes** on presenting **summarized information** and at least **10 minutes** on class **discussion**. The instructor will assign your group. You are welcome to meet with me as a group prior to leading discussion. The instructor highly recommends that your group **begins the preparation at least one week before** your in-class presentation. The focus is on the course reading from your presentation date, and not on additional information from your own (internet) research.

**Absence** will result in an automatic **20-point deduction** from your original earned total score.

One person from the group must submit the PowerPoint presentation file in pdf. format on UTC Learn by 11:59 pm the day of the in-class presentation and discussion. For example, if you presented on Tuesday, Feb. 21, 2018, your group must submit the PowerPoint presentation file by 11:59 pm on Tuesday, Feb. 21, 2018. Failure to submit the PowerPoint presentation file on UTC Learn **by your specific deadline** will result in an automatic **20-point deduction** for the entire assignment for **everyone** in the group. Name the file by your group number, the commodity, and academic semester and year. **Sample filename:** Group 1\_Epidemics, Animals, and Plants\_Spring 2018. No other submission method, including email or paper copy, will be accepted.

You must submit a self-evaluation to complete the assignment. Failure to submit the self-evaluation **within two days** after your in-class presentation will result in an automatic **20-point** deduction from your original earned score for the entire assignment. This means that if your original score were 95 points, your final score would be 65 points for the assignment with penalty. For example, for a Tuesday in-class presentation, the self-evaluation is due at 11:59 pm on Thursday of the same week.

You are responsible for noting your own presentation date, PowerPoint file submission deadline, and self-evaluation deadline after you have been assigned to a group and a date. The instructor is not responsible for notifying you of the deadlines before or after your presentation. You are also responsible for contacting your group members. **Please review the Grading Criteria to maximize your score.**

**The pieces of the assignment are as follows:**

**A. Overview and Presentation of Reading:** First, you need to put the group on a common footing with regard to the reading. You will be asked to do this in a **PowerPoint presentation** that will address the following tasks and questions:

- **Preparation:** Paraphrase/summarize every paragraph to find the unfolding argument. Do you agree with the argument? Why or why not?
- **Outline** the work: Remember that the point is to find the overarching argument and most important and relevant points in the work, not to cover every detail in the work. Provide citation for works cited in the PowerPoint. Focus on the thesis of the piece and the kinds of evidence that the author uses to establish the validity of their argument. Pay attention to chapter and section titles and subheadings.
- Choose one or more **keywords, phrases, and/or sentences** that embody the main argument or points in the reading. Use direct quotation for class discussion.
- **Situate the work: Why** did we read this source? This is an extremely important element of your presentation. You should think about our overall mission in the course and our other readings and try to situate this text specifically in conversation with, or relation to, the larger *theme of the course (globalization)* and with *previous readings*. The outcome of this line of thinking should be reflected in the discussion questions you formulate. **Ask “why” and “how.”**
- **Evidence:** What evidence did the author use to support his/her argument?
- **Citation:** correct and proper citation provided throughout the presentation or on the last slide of the PowerPoint presentation.

**B. Discussion Questions:** The second element of your presentation should be a set of questions (anywhere from 2-4, depending on time available) suitable for active group discussion. **Analytical questions** are preferred over factual questions. Here are some suggestions for formulating questions:

- **Games** such as Kahoot, Bingo, and Jeopardy **only count as discussion questions** or toward discussion time **when** the entire class engages in **active verbal discussion** of each question on the game by citing quotes and/or information from the required course reading material. Games that asked the class to answer questions quietly count as part of the summary presentation time.
- Open-ended questions that are not driving toward a specific answer are also often successful starting points. E.g., How was this to read? Did you like it? Hate it? Why?
- Questions that begin with “why” or “how” are better than factual questions that ask for definition (“what”). For example, “why is the Industrial Revolution important in world history?” is an open-ended question that asks the class to evaluate the impact of the Industrial Revolution. In comparison, “what is the Industrial

Revolution?” asks for the definition and a description of the Industrial Revolution, but does not engage the class in asking why it was important.

- Good discussion questions do not have yes or no answers, but rather raise themes or problems in the text that will help to start others talking.
- Think about comparisons between multiple readings.
- Think about comparisons to other readings and lecture contents in previous class meetings. Do they agree or disagree with other authors we have read?

**C. Leading Discussion:** The final part of this assignment is to lead the class in a 20-minute to 25-minute presentation and discussion of your questions that are based on the assigned course readings of the day. Your team is required to present summary and lead discussion for **at least 20 minutes, and at most 25 minutes. No more than 10 minutes** of total class time on **presenting/lecturing** the reading materials, and **at least 10 minutes** of class time for class **discussion**.

Some tips:

- **Oral Presentation & Discussion:** Team members should devote no more than **10 minutes** of total class time on **presenting/lecturing** the reading materials, leaving at least **10 minutes** of class time for **discussion**. The group may present the material first and then leave discussion for the second half of the class. Or the group may choose to alternate between presentation and discussion throughout class time.
- **Visual and/or audio aids** should facilitate class discussion. Consider discussing image, audio, and/or video as part of class discussion. Be sure to **discuss what you show to class**. Showing images and videos without discussing their significance is counterproductive. Make sure text on PowerPoint slides is legible (**font size 30** or larger, Arial or Times New Roman, and color) to everyone in the classroom. **Black and white** contrast is usually best.
- Don't be afraid of silence. You've thought about the questions more than your classmates have. The correlate to this is don't jump in immediately to fill the silence. The other correlate is that you should not remain silent; you can and should participate too! You can point out specific passages or keywords in the reading to encourage discussion. You should provide additional answers to the questions you have asked, especially if class discussion did not bring up some major points from the reading.
- **Balance** your contribution with your facilitation. Make sure you do not finish way ahead of time (under 20 minutes) or run out of time (over 25 minutes) and that each member of the group has equal amount of presentation time.
- Consider how you want to **organize** the discussion: Do you want people to raise their hands? Do you prefer a less structured, more conversational style? You and your partner(s) are in charge; consider these questions in advance.
- Sometimes reconfiguring the group helps spark discussion; possible ways:
  - Breaking the class into groups that are responsible for taking the lead on a particular question. This is great for encouraging the quieter members of the class to participate.

- Depending on the reading, consider role-playing or group exercises (such as debates or jeopardy) that might spark conversation, if it seems applicable.
- Games to check for understanding. Must discuss questions from the game.
- Finally, don't be too rigid; if the class is very excited about one of your questions, don't force them off of it in order to get through the set of questions.

**D. PowerPoint presentation file:** One member of the group must convert the file into PDF format. The person must submit it in the folder entitled "Discussion Leader PowerPoint" on **UTC Learn Blackboard by 11:59 pm the same day** of your in-class presentation. No late submission will be accepted in any circumstance. No other submission method, including email or paper copy, will be accepted. **Failure** to submit self-evaluation within two days after the team's in-class presentation will result in an automatic **20-point deduction** from your original score of the Discussion Leader Assignment (100 points) for **everyone** in the group. This means that if your original score were 95 points, your final score would be 75 points for the assignment after the penalty. No late submissions will be accepted. For example, for a Tuesday in-class presentation, the self-evaluation is due at 11:59 pm the same day, Tuesday, of the same week.

**E. Self-Evaluation:** *Within two days after you led discussion*, you need to evaluate your own participation, performance, and contribution to the group effort and the collaboration of the group as a whole. **Failure to submit self-evaluation within two days** after the team's in-class presentation will result in an automatic **20-point deduction** from your original score of the Discussion Leader Assignment (100 points). This means that if your original score were 95 points, your final score would be 75 points for the assignment after the penalty. No late submissions will be accepted. For example, for a Tuesday in-class presentation, the self-evaluation is due at 11:59 pm on Thursday of the same week. A Thursday in-class presentation has a due date of 11:50 pm on Saturday of the same week.

Please copy and paste every question below in a word document, answer each question thoroughly and submit it in "Discussion Leader Self-Evaluation" under the "Discussion Leader Assignment" folder on UTC Learn:

- What reading were you in charge of?
- Who were your teammates?
- How did the discussion go?
- What issues came up in discussion that should be pursued/questioned/corrected?
- What could you do differently to improve for the next time?
- What could the group do differently to improve for the next time?
- How equally was the work shared?
- How well did the class participate?

Please be fair and honest in your assessment of yourself and your fellow students. The instructor reserves the right to make score adjustment based on this self-evaluation. Also note that although I will consider your feedback and perspective, the grading decision will be mine alone.

**F. Grading Rubric: Everyone** in the group shares the **same score except** in the following cases: 1) failure to submit self-evaluation, 2) absence, 3) no contribution in preparing for the class presentation and discussion, or contributed little as documented in self-and peer-evaluations.

#### **REQUIREMENT (40 points)**

1. Summary of the main argument and the most important points from the readings. The focus is on the course reading, and not on additional information from your own (internet) research (10 points).
2. Explicit and clear explanation of the importance of the topic, especially as it connects to the course theme: globalization (10 points).
3. Discussion of one or more keywords, phrases, and/or sentences in **direct quotes** and it revealed the main argument or points in the reading (10 points).
4. Citations provided throughout the presentation or on the last PowerPoint slide (10 points).
5. Submit the PowerPoint presentation file in **pdf. format by 11:59 pm on the same day of the presentation**. Name the file by your group number, the commodity, and academic semester and year. Example: Group 1\_Epidemics, Animals, and Plants\_Spring 2018. Failure to submit the PowerPoint presentation file on UTC Learn **by your specific deadline** will result in an automatic **20-point deduction** for the entire assignment for **everyone** in the group. No other submission method, including email or paper copy, will be accepted.
6. Submit a self-evaluation within two days after your in-class presentation. For example, a Tuesday presentation will have the deadline of 11:59 pm on Thursday of the same week. Failure to submit on-time will result in an automatic **20-point deduction** from your original earned total score. No other submission method, including email or paper copy, will be accepted.
7. Be present on the day of your in-class presentation. Absence will result in an automatic **20-point deduction** from your original earned total score.

If **no** one from your group **submitted the PowerPoint presentation file** on UTC Learn by 11:59 pm on the day of the presentation, this will result in an automatic **20-point deduction** from your original earned total score. No other submission method, including email or paper copy, will be accepted.

If you **did not submit your self-evaluation within two days** after your presentation, you will receive a **20-point deduction** as penalty for the entire Discussion Leader Assignment. Note your own deadline. The instructor is not responsible for notifying you of the deadlines. No late submissions will be accepted.

If you **missed** your oral **presentation**, there will be a **20-point deduction** from your final total score of the assignment. Please contact the instructor as soon as possible if you have a scheduling conflict and the instructor will re-assign you to another group to present on a date when you do not have a scheduling conflict.

### **POWERPOINT SLIDES (20 points)**

- Visibility: good color contrast and good font size (5 points)
- Correct word usage (5 points)
- Appropriate and correct vocabulary and grammar (5 points)
- Audio and/or visual aids: image, audio, and/or video facilitated class understanding and discussion of the reading material. Audio and/or video file(s) **cannot exceed a total of 3 minutes** during the entire group presentation and discussion. (5 points)

### **MASTERY OF THE SUBJECT (10 points)**

- Depth of commentary in addition to words on the PowerPoint slides (5 points)
- Spoke to the audience, and not read off notes (3 points)
- Able to answer questions and provide ample time for the class to respond without providing answers immediately (2 point)

### **PRESENCE (10 points)**

- Audible voice (2 points)
- Understandable (rhythm, intonation, accent) (2 points)
- Appropriate body language (1 point)
- Good eye contact with the audience (2 points)
- Engagement with the class (2 points)
- Ability to handle unexpected situations. E.g. technical difficulty and difficult questions from the class (1 point)

### **DISCUSSION QUESTIONS (10 points)**

- A list of discussion questions (3 points)
- Quality: Analytical questions, and not factual (3 points)
- The group made an explicit connection between the discussion questions and the course theme: globalization (2 points)
- Discussion questions are connected to themes from previous readings and/or lectures (comparison and contrast) (2 points)

### **TIME MANAGEMENT (10 points)**

- Equal share of in-class speaking time from each member (3 points)
- Required total presentation time: minimum 20 minutes and maximum 25 minutes (2 points)
- Summary vs. Discussion Time: a maximum 10 minutes for presenting summary (including visual aids such as a YouTube video and passive games such as Kahoot), and a minimum of 10 minutes for small-group and/or class discussion of discussion questions created by the Discussion Leaders of the day (5 points)

Discussion Leader Assignment Rubric created by Fang Yu Hu, University of Tennessee at Chattanooga, Spring 2017. Revised Fall 2017.

## PRIMARY SOURCE RESPONSE PAPER

### Objectives:

- To analyze, interpret, and evaluate one or two primary source materials
- 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

Write a minimum 500-word and maximum 700-word multi-paragraph response paper that focuses on a set of primary sources chosen from the list provided below. Primary sources can be found on UTC Learn under the tab “In-class Primary Sources.” Analyze specific words, phrases, and/or passages from your chosen primary source(s) that answer questions required by this assignment. Only required reading and/or lecture materials from Week 1 through Week 8 of this course may be used and cited in your paper. No outside source. Use of outside sources is considered plagiarism.

### TASK:

1. **Choose** one set of primary sources from the list below:
  - A. Marco Polo & Zheng He
  - B. Bartolomé de Las Casas & Juan Ginés de Sepúlveda
  - C. The Haitian Revolution: Ch. 5 United States & Ch. 6 War and Independence
  - D. “A Proposal to Build Railroads, 1879”
  - E. Memorials on Opium
2. Answer **all** of the following questions for the specific set of primary sources that you have chosen:
  - a. What is it (letter, speech, journal entry, etc.)?
  - b. Who wrote it? Who is that person or group?
  - c. When was it written?
  - d. Where was it written?
  - e. What audience was it written for?
  - f. Why was it written?
  - g. What does it really say? (Analyze the document, make sense of the language and vocabulary, and try to distill what the author is trying to convey.)
  - h. Is there anything complicated or controversial about the author’s message?
  - i. What historical questions can the source(s) answer? What does it reveal about the time in which it was written, or how does it represent the period? Put it in its historical context by citing course reading and/or lecture materials.
  - j. What historical questions can the source(s) not answer? What information does the document omit? What type of documents can answer these questions that your chosen document(s) cannot answer?

3. Must also answer these **additional questions specific** to your primary sources:
- A. Marco Polo & Zheng He
    - a. Compare and contrast perceptions of the Self and the Other.
    - b. How does Marco Polo portray Europe (Self)? How does he portray Cathay (China) (Other)?
    - c. How do Zheng He's documents portray China (Self)? How do they portray foreigners such as Europeans and Southeast Asians (Other)?
  
  - B. Bartolomé de Las Casas & Juan Ginés de Sepúlveda
    - a. Compare and contrast perceptions of the Self and the Other.
    - b. How does Las Casas portray Spaniards (Self)? How does he portray the indigenous peoples of the Americas (Other)?
    - c. How does Sepulveda portray Spaniards (Self)? How does he portray the indigenous peoples of the Americas (Other)?
    - d. How is the position of Las Casas different from that of Sepulveda? How are they similar?
  
  - C. The Haitian Revolution – Ch. 5 United States & Ch. 6 War and Independence
    - a. What do some American leaders think of the Haitian Revolution? Why do they think this way?
    - b. What are the main themes from the Constitution of the French Colony of Saint-Domingue?
  
  - D. "A Proposal to Build Railroads, 1879"
    - a. What concerns do opponents of railroad have?
    - b. How does Ma Jianzhong address these concerns? What counterargument does he provide?
  
  - E. Memorials on Opium
    - a. Compare and contrast the position of Xu Naiji and Zhu Zun.
    - b. How are their argument, position, and use of evidence different?
    - c. How are their argument, position, and use of evidence similar?

## REQUIREMENT

- Answers all questions
- Word document format (file name ends in doc.): Double-space, 1-inch margin all around, and 12-point font Times New Roman
- Heading: Your name, class title, assignment title, date
- Number all pages on your response paper
- Minimum 500 words, and maximum 700 words. Provide the total word count of the main text at the end of the paper. The word count does not include heading and the title of the paper
- Provide a list of works cited at the end of the paper
- Correct citation throughout the paper. Format: (Author's name, page number if known). For example: (Robert Marks 51) from Robert Marks' textbook, (Marco Polo).

**Primary Source Response Paper Grading Rubric (100 points)**

	Novice	Competent	Proficient	Outstanding
Analysis & Evidence	0-20 points Insufficient interpretation and analysis. The paper has little to no critical assessment of sources and texts, and relies heavily on summary and/or description of texts without analysis. The paper sometimes follows a logical progression of ideas, but sometimes not. Few to no main points are supported by examples. The depth and persuasiveness of the paper's argument needed more work. The paper wanders off the subject often and includes many pieces of irrelevant information.	21-25 points Acceptable interpretation and analysis. The paper includes some critical assessment of sources and texts, but also some summary and/or description of texts without analysis. The paper sometimes follows a logical progression of ideas, but sometimes not. Some main points are supported by examples, but some are not. The depth and persuasiveness of the paper's argument needed more work sometimes. The paper wanders off the subject once and/or includes one or two irrelevant information.	26-28 points Good interpretation and analysis. The paper includes some critical assessment of sources and texts, but also a few summaries and/or descriptions of texts without analysis. The paper mostly follows a logical progression of ideas. Most main points are supported by examples. The depth and persuasiveness of the paper's argument needed more work sometimes. The paper focuses on the subject and does not include any irrelevant information.	29-30 points Strong interpretation and analysis as well as a critical assessment of sources and texts rather than simply a summary and/or description. Correct summary, paraphrase, and/or short direct quotes. The paper follows a logical progression of ideas. All main points are supported by examples. The depth and persuasiveness of the paper's argument are exhibited. The paper focuses on the subject and does not include any irrelevant information.
Structure & Organization	0-9 points There is no clear connection of ideas between many sentences. Paragraphs do not flow nicely together. Not every paragraph has a topic sentence, which means the paper lacks a sense of development. The argument often does not logically progresses.	10-11 points There is a clear connection of ideas between some sentences, but not others. Many paragraphs do not flow nicely together. Not every paragraph has a topic sentence, which means the paper lacks a sense of development. The argument often does not logically progress.	12-13 points There is a clear connection of ideas between some sentences, but not others. Most paragraphs flow nicely together, but not others. Each body paragraph has a topic sentence but is does not always display a sense of development and thus the argument does not always logically progress.	14-15 points There is a clear connection of ideas between sentences. Paragraphs flow nicely together. Each paragraph has a clear topic sentence, which displays a sense of development and the argument logically progresses.

Grammar & Mechanics	0-9 points Many to excessive errors that interrupt the flow of the paper and the reader has to pause to figure out the meaning of the sentence(s). Many cases of awkward word choice.	10-11 points Some errors but they do not interfere with the reader's understanding of each sentence. Some cases of awkward word choice.	12-13 points A few minor errors, but they do not interfere with the reader's understanding of each sentence. A couple of cases of awkward word choice.	14-15 points Correct grammar and mechanics. 1 to 2 minor errors at the most OR one case of awkward word choice.
Citation	0-14 points The paper provides little to no citation for evidence discussed in the paper.	15-16 points The paper provides citation for many pieces of evidence discussed in the paper, but not in a few cases.	17-18 points The paper provides citation for most pieces of evidence discussed in the paper, but not in one to two cases.	19-20 points The paper provides citation for every piece of evidence used. Correct citation format throughout the paper or 1 error.
Assignment Requirement	0-14 points The paper does not answer the paper prompt. Three or more required items are not fulfilled: page or word limit, font size, font style, double-spaced, 1-inch margin all around, the number of sources cited, and/or the types of sources cited.	15-16 points Addresses the paper prompt, but has a slight misunderstanding of the prompt. Two required items are not fulfilled: page or word limit, font size, font style, double-spaced, 1-inch margin all around, the number of sources cited, or/and the types of sources cited.	17-18 points Addresses the paper prompt. One required item is not fulfilled: page or word limit, font size, font style, double-spaced, 1-inch margin all around, the number of sources cited, or the types of sources cited.	19-20 points Answers the paper prompt. Meets every requirement of the assignment: page or word limit, font size, font style, double-spaced, 1-inch margin all around, the number of sources cited, and the types of sources cited. 1 minor error.

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## FINAL EXAM REVIEW GROUP PRESENTATION

### OBJECTIVES:

- To learn how to work in a team with others with similar or/and different skill set from you
- To learn how to conduct oral presentation effectively
- 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

Each group must present on a topic in a PowerPoint presentation on the last class meeting (**April 19, 2018**). Instructor will assign students to groups and a topic before Spring Break. Answers must include the assigned reading, lecture, and primary source materials covered in this course. No outside source may be used. The group must provide a list of "cited works" on the last slide of the PowerPoint Presentation. Include specific time periods, dates, persons, places, and events throughout the presentation. Provide citation. Submit the PowerPoint Presentation and a list of key terms on UTC Learn by 11:59 pm on the last day of class meeting. For more detail on the guideline and the grading rubric, refer to the "Final Exam Review Group Presentation" section of this syllabus.

### TASKS:

- A. **In-class Presentation:** Prepare a **10- to 15-minute PowerPoint** presentation that addresses a topic below. Please connect each question with the course theme: globalization. How is each topic connected to globalization? Be sure to trace change over time. What changed over time? What remained the same over time? Use specific examples, dates, and/or persons in answering each question.
1. **People:** How did the Mongol conquerors, European colonists, and Arab and Islamic traders help connect the world together? How did they contribute to globalization? What were their accomplishments? What disasters did they bring?
  2. **Labor:** Examine the different types of labor system that emerged in the world since the fifteenth century. Who worked on what commodity? Consider age, class, ethnicity, gender, location, and race. Be specific about the historical time period and the specific commodities that are tied to each type of labor system. Discuss at least three types of labor system.
  3. **Colonialism/Imperialism:** How did colonialism/imperialism make globalization possible? Begin the answer by reviewing materials from gender & sexuality, nationalism, and Social Darwinism. How did colonial perceptions of the Self and Other justify colonialism/imperialism? How did these perceptions lead to the exploitation of farmers and workers in the colonies? Name three cases.
  4. **Environmental Impact:** What effects does globalization have on our environment? How has the shift from the agricultural revolution to the industrial revolution affected our environment? Consider the impact on human health,

ecology, and climate by discussing at least three commodities.

5. Historiography **Eurocentrism**: Evaluate the validity of this thesis statement: "The rise of the West was inevitable because of superior Western culture, knowledge, and technology." Do you agree or disagree? Why? Discuss at least three cases.

- B. Convert the **PowerPoint Presentation** into a PDF format. Create the file name: topic\_Final\_Review\_Spring\_2018. Sample filename: ColonialismImperialism\_Final\_Review\_Spring\_2018. One person submits it on UTC Learn Blackboard under "Final Exam Review PowerPoint" found in the folder "Final Exam Review Group Presentation" by 11:59 PM on the last day of class.
- C. Create a **list of terms** that are important in answering each question in a word document (doc.). Create the file name: topic\_key\_terms\_Spring\_2018. Sample filename: ColonialismImperialism\_key\_terms\_Spring\_2018. One person submits the list on UTC Learn Blackboard under "Key Terms" found in the folder "Final Exam Review Group Presentation" by 11:59 PM on the last day of class.

## GRADING RUBRIC

**Everyone** in the group shares the **same score except** in the following cases: 1) absence, 2) no contribution in preparing for the class presentation and discussion, or contributed little as documented in self-and peer-evaluations.

### A. REQUIREMENT (35 points)

8. Answers every part of the question (10 points).
9. Explicit and clear connection to the course theme: globalization (10 points).
10. Use of evidence from course materials (10 points)
11. Discussion of one or more keywords, phrases, and/or sentences and it revealed the main argument or points in the reading (5 points).
12. Submit the PowerPoint presentation file in **pdf. format by 11:59 PM on the day of the presentation**. Name the file by your group number, the commodity, and academic semester and year. Example: Group 1\_Epidemics, Animals, and Plants\_Spring 2018. Failure to submit the PowerPoint presentation file on UTC Learn **by your specific deadline** will result in an automatic **20-point deduction** for the entire assignment for **everyone** in the group. No other submission method, including email or paper copy, will be accepted.
13. Be present on the day of your in-class presentation. Absence will result in an automatic **20-point deduction** from your original earned total score.

If **no** one from your group **submitted the PowerPoint presentation file** on UTC Learn by 11:59 PM on the day of the presentation, this will result in an automatic **20-point deduction** from your original earned total score. No other submission method, including email or paper copy, will be accepted.

If you **missed** your oral **presentation**, there will be a **20-point deduction** from your final total score of the assignment. Please contact the instructor as soon as possible if

you have a scheduling conflict and the instructor will re-assign you to another group to present on a date when you do not have a scheduling conflict.

**B. POWERPOINT SLIDES (20 points)**

- Visibility: good color contrast (black and white contrast recommended) and good font size (size 30 or larger recommended) (5 points)
- Correct word usage (5 points)
- Appropriate and correct vocabulary and grammar (5 points)
- List of works cited on the last slide of the PowerPoint presentation (5 points)
- Still images (no video or audio clips) are allowed only if they facilitate a greater understanding of the topic.
- No audio and/or video clips are allowed. The use of any audio and/or video clips will result in an automatic 10-point deduction from your total earned score. Audio and/or video file(s) that **exceed a total of 3 minutes** during the entire group presentation will result in an automatic 20-point deduction from your total earned scores.

**C. MASTERY OF THE SUBJECT (10 points)**

- Depth of commentary in addition to words on the PowerPoint slides (5 points)
- Spoke to the audience, and not read off notes (5 points)

**D. PRESENCE (10 points)**

- Audible voice (3 points)
- Understandable (rhythm, intonation, accent) (2 points)
- Appropriate body language (1 point)
- Good eye contact with the audience (2 points)
- Engagement with the class (2 points)

**E. TIME MANAGEMENT (15 points)**

- Equal share of in-class speaking time from each member (5 points)
- Required total presentation time: Minimum 10 minutes, maximum 15 minutes (10 points)

Final Exam Review Group Presentation Rubric created by Fang Yu Hu, University of Tennessee at Chattanooga, Fall 2017.

## TAKE-HOME FINAL EXAM RUBRIC

Criteria	Missing or Serious Problems	Below Expectations	Meets Expectations	Excellent Work
<b>Requirement</b>	0-49 The essay fulfills few requirements: the type and the number of course materials (20 points); format (10 points); word count requirement (10 points); list of works cited (10 points); citation throughout the paper (20 points)	50-64 The essay fulfills some requirements: the type and the number of course materials (20 points); format (10 points); word count requirement (10 points); list of works cited (10 points); citation throughout the paper (20 points)	65-68 The essay fulfills most requirements: the type and the number of course materials (20 points); format (10 points); word count requirement (10 points); list of works cited (10 points); citation throughout the paper (20 points)	69-70 The essay fulfills all requirements except for one minor error: the type and the number of course materials (20 points); format (10 points); word count requirement (10 points); list of works cited (10 points); citation throughout the paper (20 points)
<b>Relevance of answer to the question</b>	0-27 The essay did not answer the question. Excessive discussion of unrelated issues and/or significant errors in content.	28-31 Answer is incomplete. Some discussion of unrelated issues and/or some significant errors in content.	32-37 Answer is brief with insufficient detail. Unrelated issues were introduced and/or minor errors in content.	38-40 Answer is complete; sufficient detail provided to support assertions; answer focuses only on issues related to the question; factually correct
<b>Thoroughness of answer</b>	0-27 Little to no relevant details were included	28-31 Some gaps in the basic details needed	32-37 Most of the basic details are included but some are missing	38-40 Deals fully with the entire question
<b>Organization and logic of answer</b>	0-21 Weak organization; sentences rambling; ideas are repeated; Needs major work on creating	22-27 Minor problems of organization or logic; Needs minor work on creating transitions between ideas	28-30 Clear and logical presentation; good development of an argument; Transitions are made clearly and smoothly	

	transitions between ideas			
<b>Mechanics of writing (spelling, punctuation, grammar, clarity of prose)</b>	0-13 Not a multi-paragraph essay. Major problems with mechanics of language; Awkward sentence construction; poor or absent transitions; Frequently difficult to understand	14-17 Few problems with mechanics of language; Occasional awkward sentence construction and poor transitions; reduce readability	18-20 Clear, readable prose. Good use of transitions; no problem with spelling, punctuation, or grammar; one minor error	

Exam Rubric Created by Claudia Stanny, Director, Center for University Teaching, Learning, and Assessment, University of West Florida (<http://uwf.edu/media/university-of-west-florida/offices/cutla/documents/Rubric-for-Essay-Exam-Answers.pdf>).

Modified by Fang Yu Hu, History Department, University of Tennessee at Chattanooga, 2017.

## CLASS SCHEDULE

### Week One

- Jan. 9 Introduction: What is History?
- Jan. 11 What is Modern? What is Eurocentrism?  
**PowerPoint Presentation Workshop**  
**Discussion Leader Assignment Guideline**
- Reading Robert B. Marks, *The Origins of the Modern World: A Global and Ecological Narrative*, Third Edition (Rowman and Littlefield, 2015), Introduction

### Week Two

- Jan. 16 The Biological Old Regime & Wheat (Europe & U.S.)  
**How NOT to Plagiarize Workshop**
- Reading Marks, *Origins of the Modern World*, pp. 19-30, 33 “The Biological Old Regime”
- Jan. 18 Mongol Conquerors from the Thirteenth to the Fourteenth Century (Asia & Europe)+  
\*In-class source: Marco Polo, *The Travels of Marco Polo, 1271-1295* (The Limited Editions Club, Inc., 1934), Selection from the website here:  
[[http://afe.easia.columbia.edu/ps/china/polo\\_short.pdf](http://afe.easia.columbia.edu/ps/china/polo_short.pdf)]
- Reading Marks, *Origins of the Modern World*, pp. 33-40 “The World and Its Trading System circa 1400”  
**In-class Map Quiz (first 10 minutes of class)**

### Week Three

- Jan. 23 Islam at the Center (Asia: China, Middle East)+  
In-class source: Zheng He’s voyages, selection from the website here:  
[[http://www.eagle.pitt.edu/sites/default/files/The%20Ming%20Empire%20Lab\\_Notes.pdf](http://www.eagle.pitt.edu/sites/default/files/The%20Ming%20Empire%20Lab_Notes.pdf)]
- Reading Marks, *Origins of the Modern World*, pp. 41-55 “China” to “Dar al-Islam, ‘The Abode of Islam’”
- Jan. 25 European Colonists in Fifteenth and Sixteenth Centuries (Europe & Americas)+  
In-class source: Bartolomé de Las Casas, *Brief Account of the Devastation of the Indies* (1542), Selection
- Reading Marks, *Origins of the Modern World*, pp. 58-75 “Europe and the Gunpowder Epic” and agrarian empires

### Week Four

- Jan. 30 Epidemics, Animals, and Plants in the Sixteenth Century (Americas; Australia; Europe: Ireland)+

In-class source: Juan Ginés de Sepúlveda, *Concerning the Just Cause of the War Against the Indians* (1547), Selection  
Reading Marks, *Origins of the Modern World*, pp. 75-79  
\*Alfred W. Crosby, *Ecological Imperialism: The Biological Expansion of Europe, 900-1900* (New York: Cambridge University Press, 1986), Chapter 8 “Animals” pp. 171-194

Feb. 1 Silver: The Precious Metal that Powered Globalization from the Sixteenth to the Nineteenth Century (Asia: China; Latin America)+  
Reading Marks, *Origins of the Modern World*, pp. 79-83 China and silver demand  
\*Nicholas A. Robins- *Mercury, Mining, and Empire*- Ch. 3 Blood Silver  
[<http://muse.jhu.edu/chapter/395982>]  
**Discussion Leader Group 1**

### **Week Five**

Feb. 6 Porcelain: The Highly-Valued Manufactured Product from China (Asia: China; Europe)  
Reading \*Timothy Brook, *Vermeer's Hat: The Seventeenth Century and the Dawn of the Global World* (Bloomsbury Press, 2008), Chapter 3 “A Dish of Fruit”  
**Discussion Leader Group 2**

Feb. 8 Sugar: The Drug that Powered Our Addictions (America: Caribbean Islands; Europe)  
Reading Marks, *Origins of the Modern World*, pp. 55-58 “Africa”, pp. 83-96 “Sugar, slavery, and ecology”

### **Week Six**

Feb. 13 Slavery and the Haitian Revolution (18<sup>th</sup>-19<sup>th</sup> ce) (Africa; Americas: Haiti; Europe: England, France)+  
In-class source: *Slave Revolution in the Caribbean, 1789-1804: A Brief History with Documents, Second Edition*, ed. Laurent Dubois and John D. Garrigus (Boston, New York: Bedford/St. Martin's Macmillian Learning, 2018), Ch. 5 The Haitian Revolution and the United States  
Reading \*Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano* (1789) (Bedford/St. Martin's, 1995), Ch. 2 [UTC Learn or University library online access]

Feb. 15 Cotton Textiles and the Making of a World Market in the Eighteenth Century (Asia: India; Europe: England)+  
In-class source: “A Widow Spinner's Petition Letter,” *Samachar-Chandrika*, Jan. 5, 1828  
Reading Marks, *Origins of the Modern World*, pp. 97-113  
**Discussion Leader Group 3**

### **Week Seven**

- Feb. 20 Coal: The Fuel of the Industrial Revolution since the Eighteenth Century (Asia: China; Europe: England; U.S.)+  
In-class source: "A Proposal to Build Railroads, 1879" in *Search for Modern China*, pp. 143-152
- Reading Marks, *Origins of the Modern World*, pp. 113-118 "Coal, Iron, and Steam" and pp. 121-131 "Iron and Steam" to Ch. 4 conclusion, "The Gap"  
**Discussion Leader Group 4**
- Feb. 22 Tea & Opium from the Seventeenth to the Nineteenth Century (Asia: China, India; Europe: England)+  
In-class source: Memorials, Edicts, and Laws on Opium - "7.1 Memorial on Legalizing Opium, June 10, 1836" and "7.2 Memorial on Banning Opium, October 1836," in *The Search for Modern China: A Documentary Collection*, ed. Pei-kai Cheng, Michael Lestz, and Jonathan Spence, pp. 94-102
- Reading Marks, *Origins of the Modern World*, pp. 118-121 "Tea, Silver, Opium, Iron, and Steam" and pp. 131-139 "Opium and Global Capitalism" and Industrialization Elsewhere

### Week Eight

- Feb. 27 Nationalism, Nineteenth-Twentieth Century (Asia: India; Latin America)+  
In-class source: "Bal Gangadhar Tilak (1856-1920): Address to the Indian National Congress," 1907, reprinted in William T. de Bary et al., *Sources of Indian Tradition* (New York: Columbia University Press, 1958), pp. 719-723 [<http://sourcebooks.fordham.edu/halsall/mod/1907tilak.asp>]
- Reading Marks, *Origins of the Modern World*, pp. 140-150
- Mar. 1 Gender & Sexuality, Nineteenth-Twentieth Century (Asia: Japan; U.S.)+  
Reading \*Barbara Molony, "Gender, Citizenship, and Dress in Modernizing Japan," in *The Politics of Dress in Asia and the Americas*, ed. Mina Roces and Louise Edwards (Brighton, UK: Sussex Academic Press, 2007), p. 81-100  
**Due on UTC Learn before class: Primary Source Response Paper**

### Week Nine

- Mar. 6 Social Darwinism and Eugenics, Nineteenth-Twentieth Century (Africa, Europe & U.S.)+  
In-class source: Rudyard Kipling, "The White Man's Burden: The United States & The Philippine Islands, 1899." *Rudyard Kipling's Verse: Definitive Edition* (Garden City, New York: Doubleday, 1929). [<http://historymatters.gmu.edu/d/5478/>]
- Reading Marks, *Origins of the Modern World*, pp. 150-156 Scrambles for Africa and China, p. 159-160 Social Darwinism
- Mar. 8 Coffee as a World Addiction, Nineteenth-Twentieth Century (Americas; Asia: Middle East, Southeast Asia; Europe: England)+

- In-class source: "The First English Coffee-Houses, c. 1670-1675," in Charles W. Colby, ed., *Selections from the Sources of English History, B.C. 55 - A.D. 1832* (London: Longmans, Green, 1920), pp. 208-212 [<https://sourcebooks.fordham.edu/mod/1670coffee.asp>]
- Reading Marks, *Origins of the Modern World*, pp. 156-158 El Nino Famines  
 \*Steven Topik, "Coffee as a Social Drug," *Cultural Critique*, No. 71, Drugs in Motion: Mind- and Body-Altering Substances in the World's Cultural Economy (Winter, 2009), pp. 81-106 [<http://www.jstor.org/stable/25475502>]  
**Discussion Leader Group 5**

## Mar. 12-18 Spring Break

### Week Eleven

- Mar. 20 Bananas, Nineteenth-Twentieth Century (Americas: Central America & U.S.)+  
 In-class source: "First Chiquita Banana Commercial" [<https://www.youtube.com/watch?v=ETXy4dLYo7Q>]
- Reading \*Cynthia Enloe, "Carmen Miranda on My Mind: International Politics of the Banana," *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics* (2000), p. 127-150
- Mar. 22 Rubber Frontiers and Empire, Nineteenth-Twentieth Century (Africa: Congo; Southeast Asia & Americas: Brazil)+  
 In-class source: 1) King Leopold's Public Letter, 2) King Leopold's Letter to the Missionaries in [<https://resources.illuminateed.com/playlist/resource-sview/id/51d3386607121c63391309e2/rid/51d420cd07121c582e828d4b/bc0/explore/bc1/playlist>]
- Reading \*Zephyr Frank and Aldo Musacchio, "Brazil in the International Rubber Trade, 1870-1930," *From Silver to Cocaine: Latin American Commodity Chains and the Building of the World Economy, 1500-2000*, Steven Topik, Carlos Marichal, Zephyr L. Frank, eds. (Duke University, 2006), p. 271-299 [Library online access at <http://reader.dukeupress.edu/from-silver-to-cocaine/278?ajax>]  
**Discussion Leader Group 6**

### Week Twelve

- Mar. 27 Diamond and Gold, Nineteenth-Twentieth Century (Africa & Australia)+  
 In-class source: "Miner's Phthisis: Letter from Johannesburg," *Gympie Times and Mary Rier Mining Gazette* (Qld.: 1868-1919), Saturday, April 11, 1903, Page 5. [<https://trove.nla.gov.au/newspaper/article/177745447>]
- Reading \*Martin Lynch, *Mining in World History* (Reaktion Books, 2004), Ch. 5 The Gold Factories, p. 241-245 from "The Professionals" to before "the Last Great Rush" and p. 251-261 from "The Death of Silver" to the end  
**Discussion Leader Group 7**

**Extra Credit (10 points):** Write a one-page analysis of the film *Blood Diamond* (2006) (2 hr. 23 min.), Directed by Edward Zwick. Check out a copy at: UTC Library Feature Film B.  
Compare it with class lecture and readings to see if the film confirms or contradicts course materials. Submit it on UTC Learn by 11:59pm, Friday, March 30, 2018

- Mar. 29 Nitrogen, Nineteenth-Twentieth Century (Americas: Chile, Peru, U.S.; Europe)+  
In-class source: U.S. Code Chapter 8 Guano Islands, Sections 1411-1419 [https://www.law.cornell.edu/uscode/text/48/chapter-8]  
Reading Marks, *Origins of the Modern World*, pp. 30-32 "Nitrogen Cycle" and pp. 161-173 "Twentieth century" to "The Thirty-Year Crisis"

### Week Thirteen

- Apr. 3 Communism, Twentieth Century (Asia: China, Korea; Europe; Russia)+  
In-class sources: 1) "Ten Planks of the Communist Manifesto," Karl Marx and Friedrich Engels, "Manifesto of the Communist Party" [https://www.marxists.org/archive/marx/works/1848/communist-manifesto/ch02.htm]  
2) "Women's Reflections on Motherhood and Reproduction under Socialism," Anonymous Interviewees, interview by Jill Massino, oral histories, Brasov, Romania (Summer, 2003), tape, Indiana University Institute for the Study of History and Memory [http://chnm.gmu.edu/1989/items/show/560]  
Reading Marks, *Origins of the Modern World*, pp. 173-184 "The Post-World War II World" to "Consumerism"

- Apr. 5 Decolonization and Developmentalism, Twentieth Century (Africa)+  
In-class source: "President Kenneth Kaunda of Zambia: African Development and Foreign Aid, Speech of March 18, 1966" [https://sourcebooks.fordham.edu/halsall/mod/1966Kaunda-africadev1.html]

- Reading Marks, *Origins of the Modern World*, pp. 185-196 "Third World Developmentalism" to "The end of the Cold War"

### Discussion Leader Group 8

### Week Fourteen

- Apr. 10 Petroleum, Twentieth Century (Asia: Middle East; U.S.)+  
In-class source: "OPEC Oil Embargo 1973," report from *NBC Nightly News*, October 17, 1973 [https://www.youtube.com/watch?v=VCLRIVxOH-Q]

- Reading Marks, *Origins of the Modern World*, pp. 196-218 "The End of History? The Clash of Civilizations?" to Ch. 6 "Conclusion"

- Apr. 12 Soft Power (Asia: Japan, Korea; U.S.)

Reading Marks, *Origins of the Modern World*, pp. 209-218 Conclusion chapter

### **Week Fifteen**

Apr. 17 Film "T-Shirt Travels," directed by Shantha Bloemen; produced by Shantha Bloemen (New York, NY: Filmmakers Library, 2001), 57 minutes. [<http://search.alexanderstreet.com/view/work/1650522>]  
**Extra credit (10 points):** Must be in class to be eligible

Apr. 19 **Final Exam Review Group Presentations**

Apr. 27 **Take-home Final Exam due on UTC Learn by 11:59 p.m.**

### **List of Deadlines**

Week 1 to Week 15 Daily Reading Quiz

Week 2 to Week 15 Individual & Group Discussion Reports

Week 4 to Week 13 Discussion Leader Group Assignment

March 1, 2018 Primary Source Response Paper

April 19, 2018 Final Exam Review Group Presentations.  
Submit PowerPoint in PDF format on UTC Learn by 11:59 p.m.

April 27, 2018 Take-home Final Exam: Submit on UTC Learn by 11:59 p.m.

Extra credit opportunity *Blood Diamond*: Friday, March 30, 2018  
Additional opportunities to be announced.

Note: All information provided here is subject to change.

## **World History from 1400 to Present Daily Reading Quiz Study Guide**

### **What is History? (Marks, Introduction)**

1. What is a conjuncture?
2. What is Eurocentrism?
3. What is Robert Marks' main point in his introduction?
4. Which two non-European countries will Marks focus on in this book?

### **Biological old regime (Marks 19-30, 33)**

1. What is the "biological old regime"?
2. What is agricultural revolution?
3. Why is the agricultural revolution important in human history?
4. What is the relationship between agricultural and nomadic societies?
5. What factors led to an increase in agricultural production?

### **Mongol Conquerors (Marks 33-40)**

1. Why is the trading system that linked most of Afro-Eurasia in the thirteenth century remarkable?
2. Why is the Black Death important in world history?
3. Why did the Black Death spread quickly?
4. What is the limitation of the biological old regime?
5. What factors controlled human population in the biological old regime?

### **Islam at the Center (Marks 41-55)**

1. Why does Marks begin the story of the modern world with China?
2. Why did the Chinese Emperor begin "Massive maritime expeditions into the Indian Ocean"? Why did the Chinese state later stop these maritime expeditions?
3. Why is the Indian Ocean important in world trade?
4. What is dar al-Islam?

### **European Colonists (Marks 58-75)**

1. Who invented gunpowder and cannons? How did Europeans learn about this technology? How did they improve it?
2. How did the Ottoman Empire indirectly pushed Europeans to begin an age of maritime exploration? How did the Chinese court decision to stop maritime expeditions help the Europeans?
3. How did the Portuguese change "the system of peaceful oceanic navigation" in the Indian Ocean?
4. What was the first globalization?
5. What are some major empires after 1500? What are their common characteristics?

### **Epidemics and Animals**

#### **Marks 75-79**

1. How did Spaniards conquer the Americas?

2. How did the Columbian Exchange change world history?
3. What was the consequence of the Great Dying?

**Alfred Crosby, *Ecological Imperialism*, Ch. 9**

1. How did pigs/swine arrive in the Americas? What characterize pigs/swine in the Americas?
2. How did rats arrive in the Americas? What problems did rats cause in the Americas?

**Silver**

**Marks 79-83**

1. What role did Potosi play in world economy and in the Spanish empire?

**Nicholas A. Robins- *Mercury, Mining, and Empire*- Ch. 3 Blood Silver**

2. Who were the mitayos?
3. What "horrors" did mine workers face inside the mine? What about in the refining process?
4. Who was a kapcha miner?

**Porcelain (Timothy Brook, *Vermeer's Hat*, Ch. 4 A Dish of Fruit)**

1. Why were Chinese ceramics highly sought after in the world?
2. Why did Muslim elites buy porcelain?
3. How did European rivalry affect trade?
4. What idea did Huig de Groot (or Grotius) introduce to Europeans?
5. What was Delftware?

**Sugar (Marks 55-58, 83-96)**

1. What characterized the Ghana and the Mali empires in West Africa?
2. Where did slavery exist? What was its purpose?
3. What was the New World Economy like?
4. How did warfare define the emerging European state system?
5. What is mercantilism?

**Slavery and the Haitian Revolution (Olaudah Equiano Ch. 2)**

1. How did Olaudah Equiano become a slave?
2. What surprised Equiano as he was sold to other parts of Africa, likely further and further away from his home?
3. How did Equiano describe the looks and the behaviors of white Europeans he encountered on a slave ship?
4. Why did many captured Africans die on the slave ship?
5. What destination did Equiano's ship arrive at to sell slaves?

**Cotton (Marks 97-113)**

1. What was the difference between the biological old regime and the industrial period?
2. How was the Industrial Revolution in England a conjuncture? What made the

Industrial Revolution possible in England?

3. Why was the Indian textile industry successful before the Industrial Revolution? What local conditions made it possible?
4. What is the Dutch VOC? What about the English EIC? How are they similar? How are they different?
5. What factors contributed to the Chinese not needing industrialization before England did?

### **Coal (Marks 113-118, 121-131)**

Marks, *Origins of the Modern World*, pp. 113-118 “Coal, Iron, and Steam”

1. What impact did Britain’s cotton textile industry have on the British?
2. How unique was the development of a coal and steam industry in England? What factors made it possible?
3. Why did England industrialize before China?
4. Who benefited from the Opium War of 1839-1842, especially with British victory over China? Why or how?
5. What is the reason that Europeans and Americans became richer relative to the rest of the world in the 19<sup>th</sup> century?

### **Tea and Opium (Marks 118-121, 131-139)**

1. Why did tea become popular in England?
2. Why did the British begin exporting opium to China?
3. What factors caused the Opium War?
4. How did India become deindustrialized and a primarily agricultural economy by the mid-1800s when it was one of the world’s greatest industrial centers in the 17<sup>th</sup> and 18<sup>th</sup> centuries?
5. What are the characteristics of industrialization?

### **Nationalism (Marks 140-150)**

1. How does industrialization cause recession or depression?
2. What are the environmental consequences of industrialization?
3. What are the social consequences of industrialization?
4. What is a modern nation-state?
5. What is the relationship between modern states, nations, and nationalism?

### **Gender (Barbara Molony)**

1. What did Western dress symbolize starting in late-19<sup>th</sup>-ce to 20<sup>th</sup>-ce Japan?
2. What did dress symbolize in pre-19<sup>th</sup>-ce Japan?
3. How did the Meiji government police men’s dress? What about women’s dress?
4. What did Japanese women wear from the 1890s to the 1920s? Did they wear Japanese or Western clothes? How did one’s class and/or profession determine what they wore?
5. What can clothes/dress symbolize in general?

### **Social Darwinism and Eugenics (Marks 150-156, 159-160)**

1. What “tools of empire” made the “Scramble for Africa” possible in the late 19th century?
2. What domestic and international factors made the Chinese government weak and thus possible for Europeans and North Americans to "open" China?
3. What is Social Darwinism?
4. How did Social Darwinism help propagate Eurocentrism?
5. What is eugenics? How was it implemented?

### **Coffee**

#### **Marks 156-158**

1. Why did El Nino intensify starting in the late nineteenth century?
2. How did El Nino and "the new European-dominated world economy" make poor countries even poorer?

### **Steven Topik**

1. What uses did coffee have in different areas of the world?
2. What did people in the Middle East and Europe use coffeehouses for?
3. Why did coffee become popular in the U.S.?

### **Banana (Cynthia Enloe, 127-150)**

1. How is banana plantation gendered?
2. What is the racial hierarchy on a banana plantation in Central America?
3. What is the feminization of agriculture?
4. What roles do women play on a banana plantation?
5. What is the militarization of banana plantation?

### **Rubber (Zephyr Frank and Aldo Musacchio)**

1. What was the difference between the rubber plant in Brazil and that in Southeast Asia?
2. What was the labor system in the Brazil rubber industry? What about in Southeast Asia? Which model create the winner in rubber production? Why?
3. How did the different tapping techniques in Brazil and Southeast Asia lead to different level of production?

### **Diamond and Gold (Lynch 241-245, 251-261)**

1. What ethnic groups were present in the Rand?
2. Why factors contribute to the rise of mining education?
3. What factors contributed to “the death of silver”?
4. How did the Sherman Silver Purchase Act of 1890 lead to the death of silver in the United States?
5. What caused white workers to feel disgruntle and eventually began the “Rand Revolt”?

### **Nitrogen (Marks 30-32, 161-173)**

1. What is the nitrogen cycle?

2. Why is nitrogen/nitrate useful?
3. What caused World War I? What were the consequences of WWI?
4. What caused the Great Depression?
5. How did World War II affect civilians?

### **Communism and Decolonization (Marks 173-184)**

1. What were the consequences of WWII?
2. Why were the United States and the Soviet Union against colonialism? What was their reasoning? Were their reasons the same or different?
3. What factors contributed to decolonization? How did Europeans decide territorial borderline between the new states?
4. What model of economic development did many of the underdeveloped countries, former colonies, adopt during the Cold War period? Why did they adopt this model?
5. What is consumerism? What is productionism? What factors made each model possible?

### **Decolonization and Developmentalism (Marks 185-196)**

1. What are the "first world," "second world," and "third world" states? What are some common issues and problems that third world states face?
2. What made "the green revolution" possible in the 1960s?
3. What factors contribute to poverty in many third world states?
4. What contributed to the gap between the richest and the poorest in the world?
5. What factors led to the end of the Cold War?

### **Petroleum (Marks 196-207)**

1. What are some market reforms that communist China has implemented since the 1980s?
2. Why is the United States in a paradoxical position?
3. What is the "clash of civilizations"? What does Robert Marks think about this theory?
4. What are the markers of the Anthropocene?
5. What makes 20<sup>th</sup> century the American Century? What makes an "Asian Century" possible?

### **Robert Marks' Conclusion Chapter, p. 209-218**

1. What is Robert Marks' approach to history? How did he tell the history of the modern world in this book?
2. What is the definition of globalization? How have people understood it?
3. What are the different waves of globalization?
4. What is a possible fifth wave of globalization? What characterizes it?
5. Who oppose the current modern world? Why?

**United States History to 1865**

**Fall 2019**

**HIST 2010, 41300, General Education Requirement, 3 Credit Hours**

**Instructor:** Dr. Mark A. Johnson

**Email and Phone Number:** mark-johnson01@utc.edu

**Office Hours and Location:** Thursday 8:00 a.m. – 10:00 a.m.; Brock 306

**Course Meeting Days, Times, and Location:** Tue / Thu 10:50 a.m. – 12:05 p.m.; Derthick 101

**Course Catalog Description**

HIST 2010 presents a survey of American History from the Age of Discovery to the end of the American Civil War with special attention to the peoples, ideas, and cultures that created the United States. It covers major themes and events in American social, political, and cultural history. It examines how notions of race, class, and gender, as well as migration and immigration influenced the country's social, cultural, and political development. It investigates how concepts of equality, rights, and citizenship changed over time.

**General Education Statement**

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.

**History Education Goals**

HIST 2010 teaches students to assess dynamics of causation, contingency and change over time in a variety of historical contexts; analyze, interpret and evaluate a variety of primary and secondary source materials; and synthesize a body of historical knowledge with range and depth in terms of period, region, and perspective.

**Required Course Materials**

Foner, Eric. *Give Me Liberty! An American History* Vol. 1, Fifth Edition: New York: W. W. Norton, 2017.

Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. New York: Dover Publications, 2001.

### Technology Skills Required for Course

Students must be able to navigate Canvas and email service providers (Outlook, Gmail, etc.).

### Technology Support

If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email [itsolutions@utc.edu](mailto:itsolutions@utc.edu).

### Course Assessments and Requirements

**Exams:** Students will take 2 in-class exams. On each exam, students will respond to 5 short-answer questions worth 10 points each for a total of 50 points and write one essay worth 50 points for a total of 100 points toward the final grade in the class.

**Key Terms Quizzes:** Students will take 7 in-class quizzes worth 20 points each, but I will drop each student's two lowest quiz scores in case of poor performance or missed class. Students may earn up to 100 points on these quizzes toward their final grade. The quizzes will consist of short-answer questions based on the key terms in the textbook chapters in *Give Me Liberty!*

**Reading Quizzes:** Students will take four unannounced in-class quizzes worth 50 points each based for a total of 200 points toward the final grade in the class. The quizzes will focus on the assigned reading and consist of a question to which students must respond in paragraph form.

**Extra Credit:** Students may benefit from opportunities to earn extra points throughout the year by attending events, workshops, discussions, or completing an assignment. If a student misses a deadline for an extra credit assignment or event, they may not make it up. At the end of the year, students may not ask for additional opportunities.

### Course Grading Policy

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

### Disability Resource Center

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, 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. 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/disabilityresource-center/>).

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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, 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 and Institutional Policies

**Late/Missing Work Policy:** If students miss the Midterm Exam or Reading Quiz, they may take it within one week of their return to class if they provide a written excuse for an illness, university-related absence, religious observance, or legal obligation. Students may not make up Key Terms Quizzes. As the first opportunity for extra credit, please send a history-related meme to my campus email address with “HIST 2010” in the email subject line. Please follow directions. You must submit the extra credit by end of the day on August 31, 2019. Please do not announce this opportunity in class.

**Student Conduct Policy:** UTC’s Academic Integrity Policy is stated in the Student Handbook (<https://www.utc.edu/dean-students/student-handbook.php>).

**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.

**Course Attendance Policy:** I do not take attendance. In case of missed class for any reason, students must take the initiative to seek out class peers for notes or attend office hours for missed material.

### Course Learning Evaluations

Course evaluations are an important part of our efforts to continuously improve learning experiences at UTC. Toward the end of the semester, you will be emailed links to course evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

### UTC Bookstore

The UTC Bookstore will price match Amazon and [BN.com](https://www.bn.com) prices of the exact textbook - same edition, ISBN, new to new format, used to used format, and used rental to used rental format, with the same rental term. For more information, go to the [Bookstore Price Match Program](#) webpage, visit the bookstore, email [sm430@bncollege.com](mailto:sm430@bncollege.com) or call 423-425-2184.

**Course Calendar / Schedule**

**Part 1: Colonial and Revolutionary America**

<b>Aug. 20</b>	Introduction / Ancient America	No Reading
<b>Aug. 22</b>	Native Americans of Mexico and South America	In Class: Visit from Dr. Morgan Smith, Jeffrey L. Brown Institute of Archaeology
<b>Aug. 27</b>	Native Americans of the United States & Canada	In Class: Tribal Stories of Earth's Creation
<b>Aug. 29</b>	Early European Encounters & Spanish Colonization	In Class: Cortés, Excerpt from "Letter to Emperor Carlos V"
<b>Sept. 3</b>	French and Dutch Colonization	<b>Key Terms Quiz 1:</b> Foner, Chapter 1
<b>Sept. 5</b>	English Colonization of the Chesapeake	Smith, "Letter to Queen Anne"; Powhatan, "Remarks to John Smith"
<b>Sept. 10</b>	English Colonization of New England	<b>Read:</b> Bradford, Excerpts from <i>Plymouth Plantation</i>
<b>Sept. 12</b>	English Colonization of the Carolinas & Pennsylvania	<b>Key Terms Quiz 2:</b> Foner, Chapter 2-3
<b>Sept. 17</b>	Rise of Slavery	In Class: The Virginia Slave Codes
<b>Sept. 19</b>	Authority in Colonial America	<b>Read:</b> Brown, "Changed into the Fashion of a Man"
<b>Sept. 24</b>	French and Indian War	No Reading
<b>Sept. 26</b>	The Colonies in Crisis	No Reading
<b>Oct. 1</b>	The Colonies in Rebellion	In Class: Declaration of Independence
<b>Oct. 3</b>	The War for Independence	<b>Key Terms Quiz 3:</b> Foner, Chapter 4-6
<b>Oct. 8</b>	The Creation of the Constitution	In Class: Constitution of the United States of America
<b>Oct. 10</b>	<b>Midterm Exam</b>	

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**Part 2: The Sectional Crisis**

<b>Oct. 17</b>	The Limits of the American Revolution	No Reading
<b>Oct. 22</b>	The New Republic	<b>Read:</b> Cogan, “The Reynold’s Affair”
<b>Oct. 24</b>	The Age of Jefferson & the War of 1812	<b>Key Terms Quiz 4:</b> Foner, Chapters 7-8
<b>Oct. 29</b>	Westward Expansion & the Missouri Compromise	No Reading
<b>Oct. 31</b>	The Age of Jackson	In Class: Jackson, “Inaugural Addresses”; The Removal Act of 1830
<b>Nov. 5</b>	War with Native Americans & Indian Removal	<b>Key Terms Quiz 5:</b> Foner, Chapters 9-10
<b>Nov. 7</b>	The Market Revolution	<b>Read:</b> Thompson, “Time, Work Discipline, and Industrial Capitalism”
<b>Nov. 12</b>	Old South Slavery	<b>Read:</b> Jacobs, <i>Incidents in the Life of a Slave Girl</i>
<b>Nov. 14</b>	Westward Expansion & the Mexican War	<b>Key Terms Quiz 6:</b> Foner, Chapter 11-13
<b>Nov. 19</b>	Bleeding Kansas, <i>Dred Scot</i> , & the Rise of the Republican Party	<b>Read:</b> Sumner, Excerpts from “The Crime Against Kansas” In Class: Reactions to the Caning of Sumner
<b>Nov. 21</b>	Sectional Crisis	In Class: Declarations of Secession of the Seceding States
<b>Nov. 26</b>	Civil War	<b>Key Terms Quiz 7:</b> Foner, Chapter 14
<b>Dec. 10</b>	<b>10:30 a.m. – 12:30 p.m.</b>	<b>Final Exam</b>

**Other Key Dates**

**September 1** This is the last day to withdraw without a “withdrawal” recorded  
**October 11** Midterm Grades  
**October 14-15** Fall Break  
**October 21** This is the last day to withdraw with a “withdrawal” recorded  
**November 28** Thanksgiving Holiday

**United States History Since 1865**  
**HIST 2020 - Spring 2021**  
**Section CRN 23430: Tuesdays & Thursdays at 9:25am-10:40am**  
**Section CRN 21003: Tuesdays & Thursdays at 10:50am-12:05pm**  
**3 Credit Hours, General Education Requirement**

**Instructor:** Dr. Susan Eckelmann Berghel

**Email:** [Susan-Eckelmann@utc.edu](mailto:Susan-Eckelmann@utc.edu)

**Office Hours:** Tuesdays, 3-4pm via Zoom and by appointment

**Zoom Link:** <https://tennessee.zoom.us/j/96415897432> (See Canvas for sign up information.)

**Communication Etiquette:** Please refer to me as **Dr. Eckelmann Berghel** in all verbal and written communication. Please include the following in all email and Canvas correspondence: formal address, your UTC ID, and purpose of communication.

**Course Meeting Days, Times, and Modality**

***Important: Check your MyMocs for the CRN# and Course Time***

**Tuesdays & Thursdays at 9:25am-10:40am, CRN23430:** synchronous sessions online via Zoom

**Zoom Link:** <https://tennessee.zoom.us/j/97791455634>

**Tuesdays & Thursdays at 10:50am-12:05pm, CRN: 21003** synchronous sessions online via Zoom

**Zoom Link:** <https://tennessee.zoom.us/j/93499971476>

**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**

*This course is certified as a General Education course fulfilling the Humanities and Fine Arts category.*

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**

***Note: The syllabus is subject to change. Students assume the responsibility in keeping track of these changes, new materials, and missed content.***

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

### **Assigned Required Readings**

The **required books** for this class will be available in the UTC Bookstore. The assigned readings must be completed prior to the weekly class meetings listed in the course schedule on the syllabus.

- The course syllabus is available on Canvas, under “Syllabus.” Read it carefully before the semester starts and consult it about deadlines, assignments, and course policies.
- Nancy A Hewitt and Steven F. Lawson, *Exploring American Histories: A Survey with Sources, Vol. 2, Since 1865*. ISBN 978-1-319-10642-3.
- Written assignments, quizzes, and exams will draw from this textbook and lectures.

**UTC Bookstore:** The UTC Bookstore will price match Amazon and [BN.com](http://BN.com) prices of the exact textbook—same edition, ISBN, new to new format, used to used format, and used rental to used rental format, with the same rental term. For more information, go to the Bookstore Price Match Program webpage, visit the bookstore, email [sm430@bncollege.com](mailto:sm430@bncollege.com) or call 423-425-2184.

### **Technology Requirements:**

Students are expected to check the course site on UTC Learn and their UTC student email account daily. Students are expected to have the following computer skills:

- Word processing including formatting word processor documents
- Email including sending, receiving and adding attachments to emails
- Internet searches
- UTC library database searches
- Maintenance of anti-virus protection software

*Hardware/ Software Requirements:* Students need access to a personal computer (Mac or PC) and the Internet for major amounts of time for this course. Test your computer set up and browser for compatibility with UTC Learn by visiting the [Student Resources](#) webpage and clicking Browser Check under Technology Resources.

*Plug-ins Necessary:* You should have an updated version of [Adobe Acrobat Reader](#) (for PDF documents). Additional software plug-ins may be needed. Check the Technical Requirements for the UTC Learn system by visiting the [Student Resources](#) webpage and clicking Technical Requirements.

*Minimum Technology Skills:* You are expected to have working knowledge of and ability to use your computer hardware and a variety of software applications before entering this class. Class participants must know how to use and check their e-mail on a daily basis. You will need to know your UTC ID user name and password to access the UTC Learn online password-protected system. If you do NOT know your UTC ID user name and password, please contact the [Solutions Center](#) at (423)-425-4000. You must be able to save word processing files in a .doc/.docx (Microsoft Word), .rtf (Rich Text Format), or .txt (Text) format for sharing file.

*Technology Support:* If you have problems with your UTC email account or with UTC Learn (Canvas), contact IT Help Desk at 423-425-4000 or email [helpdesk@utc.edu](mailto:helpdesk@utc.edu).

*Student Technology:* If you have technology needs to access your courses and/or complete course requirements in Canvas, [submit a request \(https://new.utc.edu/information-technology/learning-from-home\)](https://new.utc.edu/information-technology/learning-from-home) with Information Technology.

### **Course Assessment & Grading Formula**

- **Participation in Zoom Meetings & Tutorials** **10%**

*Note: The syllabus is subject to change. Students assume the responsibility in keeping track of these changes, new materials, and missed content.*

Students are expected to attend and participate during all synchronous class sessions via Zoom.

▪ **Two (2) Exams** **each 25%**

The exams will be available on and should be submitted via UTC Learn. Each exam will include multiple-choice, True/False, and similar questions and will assess your knowledge of important concepts, definitions, terms, events, etc. covered in the lectures and class materials. You must complete the exams on your own. You must not work or consult with anyone else. The Honor Code applies to the exams, as it does to the class as a whole. Students are granted a multi-day period to complete each exam with a liberal time limit. Students must complete each exam in one sitting. You will have one attempt to complete each exam. The two exams are not cumulative.

▪ **Quizzes** **20%**

The pre-announced quizzes will be available on and should be submitted via UTC Learn. Each quiz will include multiple-choice, True/False, and similar questions and will assess your knowledge of important concepts, definitions, terms, events, etc. covered in the lectures and class materials. You must complete the quiz on your own. You must not work or consult with anyone else. The Honor Code applies to these quizzes, as it does to the class as a whole. Each quiz will have a liberal time limit and should be completed in one sitting. You will have one attempt to complete each quiz. I will drop the lowest quiz score. You will **not** be able to make up quizzes **unless** you provide official documentation that excuses your absence(s) (see also course policies below).

▪ **Short Analytical Paper** **20%**

Comprehensive guidelines have been made available on Canvas.

**Course Grading**

A	100-90%	<i>Exceptional</i> Achievement
B	89-80%	<i>Good</i> Achievement
C	79-70%	<i>Average</i> Achievement
D	69-60%	<i>Passing</i> Work
F	59% or below	<i>Failing</i> Work

**Instructor Grading and Feedback Response Time**

Within the College of Arts and Sciences, instructors typically require at least 2 weeks to read, assess, and grade students' assignments and exams. Instructors use the allotted time to provide necessary and detailed commentary to ensure opportunities for student improvement in their courses and at UTC.

**Late & Missing Work Policy**

Medical and familial emergencies, job interviews, legal obligations, and religious holidays may serve as the basis for a late submission of an assignments without penalty. I expect that students will contact me when they anticipate not meeting an assignment deadline. Students must provide proper and official documentation to be granted an alternate deadline.

**Course Attendance Policy**

*Note: The syllabus is subject to change. Students assume the responsibility in keeping track of these changes, new materials, and missed content.*

Your course grade is dependent on regular attendance and participation during scheduled synchronous Zoom sessions. You must present official documentation when missing a synchronous online class within 7 days. Unexcused absences for synchronous virtual class meetings will result in a lower participation score. **Missing more than 6 synchronous sessions with or without any communication or official documentation will result in an F for the entire course.** During our virtual meetings, I advise you to turn off any messaging systems on your computer and put phones out of sight to ensure maximum intellectual focus and learning.

### **COVID-19 Absence Policy**

Prior to arriving on campus each day or attending a face-to-face class, students are to complete the daily self-check through the university approved application. Students who are instructed to stay home due to their responses are not to come to campus or attend face to face classes and instead follow up as directed through the self-check instructions.

Students **must notify the instructor of their absence by email within 48 hours, if possible.** Students are not required to provide the instructor with documentation of COVID-19 symptoms. Students will not be penalized for absences or late course assessments unless they are unable to complete course learning outcomes. Faculty will work with students to identify ways to complete course requirements.

Students must, if they are asymptomatic or if their symptoms do not interfere with their ability to participate in the course, **continue to participate in the course using the online assets and tools that the instructor makes available through Canvas including:** weekly readings, submission of written assignments, poster and presentation, synchronous class meetings and two required individual meetings via Zoom.

If COVID-19 related illness results in any missed course work, students should **proactively work with the instructor to plan make-up work.** It remains the student's responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and students may find themselves in the situation where they are unable to complete all work by the end of the semester. In such a case, students should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

If students have COVID-19 disability related risk factors that may affect attendance, students are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

If students believe the instructor has not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, students have the right to appeal according to UTC's Policies and Procedures for Student Complaints by filling out the Student Complaint Form and submitting to the Office of the Dean of Students.

### **Academic Integrity**

The Honor Code of the University of Tennessee at Chattanooga is designed to foster and develop a climate of honesty and integrity by giving students a primary responsibility for upholding the standards under the Honor Code. The Honor Code is based upon the assumption that each student recognizes the fundamental importance of honesty. Students are responsible for conducting themselves in accordance with the rules and regulations of the Honor Code, and insuring that other members of the University community uphold the standards as well. Please see the UTC Student of Conduct for further information.

### **Honor Pledge Code (See UTC Student Handbook):**

“As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to

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gain an academic advantage. I will exert every effort to [e]nsure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity.”

### **Online Academic Integrity Pledge**

“As an online student, I pledge not to engage in plagiarism, unauthorized collusion, deception, or the use of unauthorized resources in my online classes, I pledge that my work will be done independently, unless directed otherwise by my instructor, that my work will be original, and that my work will be my own.

As an online student, I understand that my activities within the online environment are monitored electronically and are subject to investigation should the instructor suspect any dishonest activity. I understand that I have a unique login and password for signing in to my online classes and that I will not share that information with others.

Should I become aware of others engaging in any of these activities, I will report such activities to the instructor of the course either by email or by telephone. Furthermore, I understand that should I violate this honor code for online learning, I may be subject to dismissal from the institution.”

### **Title IX and Mandatory Reporting**

Title IX is a federal law that prohibits discrimination based on sex in educational programs and activities that receive federal funds. Discrimination based on sex includes sexual misconduct, relationship violence, and stalking.

UTC strives to prevent, address, and eliminate this type of misconduct by responding to individual incidents, supporting those who have been harmed, and educating community members on how to create a safe and supportive campus that encourages healthy and respectful relationships. Faculty members have a responsibility to help create a safe learning environment on our campus. To accomplish this, faculty have a mandatory reporting obligation and are required to share information with the University regarding sexual misconduct, relationship violence and/or stalking that is disclosed to them during the performance of their duties.

Students may speak to someone confidentially by contacting Survivor Advocacy Services (SAS), located in the Center for Women & Gender Equity, at 423-425-5648 (M-F, 8 a.m. – 5 pm). Questions regarding Title IX, complaints of non-compliance, and complaints of sexual misconduct, relationship violence and stalking may also be directed to the Title IX Coordinator, Stephanie Rowland, at 423-425-4255 or [titleix@utc.edu](mailto:titleix@utc.edu).

### **Equal Opportunity Statement**

*Affirmative Action Policy:* In accordance with the requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, The University of Tennessee at Chattanooga affirmatively states that it does not discriminate on the basis of race, sex, or disability in its education programs and activities. Please see the Student Handbook for the complete [Affirmative Action Policy](#).

*Active Duty Military:* If you are a military student with the potential of being called to military service or training during the course of the semester, you are encouraged to contact your course instructor no later than the first week of class to discuss the class attendance policy. Please see the [Center for Military and Veterans' Affairs](#) website for more information.

*Religious Accommodations:* Students are expected to notify their instructor in advance if they intend to miss class to observe a holy day pertaining to their religious faith. Students may be required to provide verifiable documentation to the faculty either prior to missing or upon their return to class.

*Pregnant & Parenting Students:* UTC does not discriminate against any student on the basis of pregnancy, parenting, or related familial status. Pregnant or parenting students seeking accommodations should contact the Title IX Coordinator immediately.

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### 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.

### Office of Student Outreach & Support

The Office of Student Outreach & Support (SOS) advocates and supports students experiencing challenges in their personal and/or academic lives. SOS staff help students navigate University administrative processes; connect with University and community resources; and develop coping, resiliency, and self-advocacy skills. Referrals can be made by students, faculty, and staff. Additionally, students can refer themselves as needed. To make a referral, submit a Community Member of Concern Referral Form at [www.utc.edu/soc](http://www.utc.edu/soc). Individuals may also contact SOS by e-mailing [sos@utc.edu](mailto:sos@utc.edu) or calling 423-425-4301.

### Course Learning Evaluation

Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

## SCHEDULE OF LECTURES, ASSIGNMENTS, AND EXAMS

All assigned readings must be completed before each date listed below.

<b>Date &amp; Modality (subject to change)</b>	<b>Readings (completed before class)</b>	<b>Assignments (due by listed deadline)</b>
<b>Week 1: Course Overview &amp; Reconstruction</b>		
Tuesday, Jan. 19 Synchronous	<ul style="list-style-type: none"><li>Review Syllabus (available on Canvas)</li></ul>	
Thursday, Jan. 21 Asynchronous	<ul style="list-style-type: none"><li>Review Syllabus (available on Canvas)</li><li><i>Exploring American Histories</i>, Chapter 14</li><li><i>Exploring American Histories</i>, Source 14.2 &amp; Source 14.3 (Debating the Freedmen's Bureau)</li></ul>	<i>Conduct Practice Quiz</i>
<b>Week 2: The West</b>		
Tuesday, Jan. 26 Asynchronous	<ul style="list-style-type: none"><li><i>Exploring American Histories</i>, Chapter 15</li><li><i>Exploring American Histories</i>, Source 15.2 &amp; Source 15.3 (Cowboy Myths and Realities)</li></ul>	
Thursday, Jan. 28 Synchronous	<ul style="list-style-type: none"><li>Review Handout for Week 2 (Canvas)</li><li><i>Exploring American Histories</i>, Sources 15.6 - 15.10 (American Indians and Whites in the West)</li></ul>	<b>Due Quiz 1 via Canvas</b>
<b>Week 3: Industrial America</b>		
Tuesday, Feb. 2 Asynchronous	<ul style="list-style-type: none"><li><i>Exploring American Histories</i>, Chapter 16</li><li><i>Exploring American Histories</i>, Source 16.1 (Horace Taylor, "What a Funny Little Government, 1900")</li></ul>	
Thursday, Feb. 4 Synchronous	<ul style="list-style-type: none"><li>Review Handout for Week 3 (Canvas)</li><li><i>Exploring American Histories</i>, Sources 16.6 - 16.9 (Debates about Laissez-Faire)</li></ul>	<b>Due Quiz 2 via Canvas</b>
<b>Week 4: Workers &amp; Farmers in the Age of Organization</b>		

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Tuesday, Feb. 9 Asynchronous	<ul style="list-style-type: none"> <li>▪ <i>Exploring American Histories</i>, Chapter 17</li> </ul>	Due Quiz 3 via Canvas
Thursday, Feb. 11 Synchronous	<ul style="list-style-type: none"> <li>▪ Review Handout for Week 4 (Canvas)</li> <li>▪ <i>Exploring American Histories</i>, Sources 17.6 - 17.9 (The Pullman Strike of 1894)</li> </ul>	Due Friday, Feb. 12 Option #1 Short Analytical Paper
<b>Week 5: Cities, Immigrants, and the Nation</b>		
Tuesday, Feb. 16 Asynchronous	<ul style="list-style-type: none"> <li>▪ <i>Exploring American Histories</i>, Chapter 18</li> </ul>	
Thursday, Feb. 18 Synchronous	<ul style="list-style-type: none"> <li>▪ Review Handout for Week 5 (Canvas)</li> <li>▪ <i>Exploring American Histories</i>, Source 18.1 (Anzia Yezierska, Immigrant Fathers and Daughters)</li> </ul>	Due Quiz 4 via Canvas
<b>Week 6: Progressivism &amp; the Search for Order</b>		
Tuesday, Feb. 23 Asynchronous	<ul style="list-style-type: none"> <li>▪ <i>Exploring American Histories</i>, Chapter 19</li> <li>▪ <i>Exploring American Histories</i>, Source 19.2 &amp; Source 19.3 (Addressing Racial Inequality)</li> </ul>	
Thursday, Feb. 25 Synchronous	<ul style="list-style-type: none"> <li>▪ Review of <i>Exploring American Histories</i>, Chapter 19</li> <li>▪ Review Film Handout (Canvas)</li> <li>▪ Screening &amp; Discussion: <i>The Triangle Shirtwaist Fire</i></li> </ul>	Due Quiz 5 via Canvas
<b>Week 7: Midterm &amp; American Imperialism</b>		
Tuesday, March 2 No Meeting Asynchronous Exam	<ul style="list-style-type: none"> <li>▪ No Readings</li> </ul>	Online Midterm Exam will be conducted via Canvas and will be available between Monday, March 1 and Wednesday, March 3
Thursday, March 4 Asynchronous	<ul style="list-style-type: none"> <li>▪ <i>Exploring American Histories</i>, Chapter 20</li> <li>▪ <i>Exploring American Histories</i>, Source 20.6 &amp; Source 20.9 (Imperialism vs. Anti-Imperialism)</li> <li>▪ Review Handout for Week 7 (Canvas)</li> </ul>	Due Quiz 6 via Canvas
<b>Week 8: The 1920s</b>		
Tuesday, March 9 Asynchronous	<ul style="list-style-type: none"> <li>▪ <i>Exploring American Histories</i>, Chapter 21</li> </ul>	Due Quiz 7 via Canvas
Thursday, March 11 Synchronous	<ul style="list-style-type: none"> <li>▪ Review Handout for Week 8 (Canvas)</li> <li>▪ <i>Exploring American Histories</i>, Sources 21.6 - 21.10 (The New Negro &amp; the Harlem Renaissance)</li> </ul>	Due Friday, March 12 Option #2 Short Analytical Paper
<b>Week 9: Depression, Dissent, and the New Deal</b>		
Tuesday, March 16 Asynchronous	<ul style="list-style-type: none"> <li>▪ <i>Exploring American Histories</i>, Chapter 22</li> </ul>	
Thursday, March 18 Synchronous	<ul style="list-style-type: none"> <li>▪ Review Handout for Week 9 (Canvas)</li> <li>▪ <i>Exploring American Histories</i>, Source 22.1 (Plea from the Scottsboro Prisoners, 1932)</li> </ul>	Due Quiz 8 via Canvas
<b>Week 10: World War II</b>		
Tuesday, March 23 Asynchronous	<ul style="list-style-type: none"> <li>▪ <i>Exploring American Histories</i>, Chapter 23</li> </ul>	
Thursday, March 25 Synchronous	<ul style="list-style-type: none"> <li>▪ Review Handout for Week 10 (Canvas)</li> <li>▪ <i>Exploring American Histories</i>, Source 23.2 &amp; Source 23.3 (Japanese American Internment)</li> </ul>	Due Quiz 9 via Canvas
<b>Week 11: The Cold War</b>		
Tuesday, March 30 Asynchronous	<ul style="list-style-type: none"> <li>▪ <i>Exploring American Histories</i>, Chapter 24</li> </ul>	

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Thursday, April 1 Synchronous	<ul style="list-style-type: none"> <li>▪ Review Handout for Week 11 (Canvas)</li> <li>▪ <i>Exploring American Histories</i>, Sources 24.6 - 24.10 (McCarthyism &amp; the Hollywood Ten)</li> </ul>	Due Quiz 10 via Canvas
<b>Week 12: Troubled Innocence &amp; Postwar America</b>		
Tuesday, April 6 Asynchronous	<ul style="list-style-type: none"> <li>▪ <i>Exploring American Histories</i>, Chapter 25</li> <li>▪ <i>Exploring American Histories</i>, Source 25.2 &amp; Source 25.3 (The Civil Rights Movement and Its Opponents)</li> </ul>	
Thursday, April 8 Synchronous	<ul style="list-style-type: none"> <li>▪ Review Handout for Week 12 (Canvas)</li> <li>▪ <i>Exploring American Histories</i>, Sources 25.6 - 25.10 (Teenagers in Postwar America)</li> </ul>	Due Quiz 11 via Canvas
<b>Week 13: Liberalism and Its Challengers</b>		
Tuesday, April 13 Asynchronous	<ul style="list-style-type: none"> <li>▪ <i>Exploring American Histories</i>, Chapter 26</li> </ul>	
Thursday, April 15 Synchronous	<ul style="list-style-type: none"> <li>▪ Review Film Handout (Canvas)</li> <li>▪ Screening &amp; Discussion: <i>The Murder of Emmett Till</i></li> </ul>	Due Quiz 12 via Canvas
<b>Week 14: Wrap-Up</b>		
Tuesday, April 20 Synchronous	<ul style="list-style-type: none"> <li>▪ Review Handout for Week 13 (Canvas)</li> <li>▪ <i>Exploring American Histories</i>, Sources 26.6 - 26.10 (Freedom Summer)</li> <li>▪ <i>Exploring American Histories</i>, Source 26.2 &amp; Source 26.3 (Chicano and Native American Freedom Movements)</li> </ul>	
Thursday, April 22 Synchronous	<ul style="list-style-type: none"> <li>▪ Review Exam Study Guide</li> </ul>	Due Friday, April 23 Option #3 Short Analytical Paper
<b>Week 15: Finals Week</b>		
	<p>Your HIST2020 final exam will take place online via Canvas. Student can take the exam between April 28 (midnight) and May 4 (midnight) via Canvas.</p> <p>While I provide a wider time window during which students can complete the final exam, the exam date and time is <b>officially</b> scheduled for:</p> <p>CRN# 23430: April 29, 8-10am CRN# 21003: May 4, 10-30-12:30am</p> <p>(This information about exam dates is also available on the UTC website, click on this link: <a href="https://www.utc.edu/registrar/calendars-and-schedules/spring-2021.php">https://www.utc.edu/registrar/calendars-and-schedules/spring-2021.php</a>)</p>	

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## **HISTORY 2100: RESEARCH AND WRITING IN HISTORY**

Spring 2017

CRN 27734 TR 10:50-12:05 (Section 01)

Instructor: Dr. Michelle White, Department of History

Classroom: Brock 405

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 prepare you for the study of history as a discipline; it will also help 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 or Prezi 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) ISBN: 978-0-393-93751-0
- Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 8<sup>th</sup> 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.

**Homework** assignments must be prepared in advance. **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%. Therefore, 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.

### **HOMEWORK ASSIGNMENT TIPS:**

1. Read the questions first, before you begin reading the assigned pages. This will help focus your attention and give you a better understanding of what you are reading.
2. **All** your answers should reference specific parts of the text with page numbers. It is also wise to directly quote the text – in which case you would use quotation marks and give page numbers. Referencing and quoting the text helps to give your observations added weight and validity. In other words, it helps you to prove your points.
3. Write in complete sentences. Do not use bullet points and/or abbreviations.

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

Tues 01.10 Introduction to the class and to me.

Thurs 01.12 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 01.17 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 01.19 Library Workshop: Class meets in Library 204  
Introduction to the library.  
In preparation for class read: *The Information-Literate Historian*, chs. 2-4.  
**In-class Exercise #1: 5%**
- Tues 01.24 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 such as H-Net) 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? **Provide full bibliographic information for the monograph reviewed as well as for the reviews.**
- Thurs 01.26 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 01.31 Library Workshop: Class meets in Library 204  
Building you bibliography with journal articles.  
**In-class exercise #3: 5%**
- Thurs 02.02 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 02.07 **Out-of-Class-Exercise #1** Due – Submit hardcopy at the end of class: 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 02.09 European Witchcraze 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 02.14 European Witchcraze: Primary Source Analysis, Part II – 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 02.16 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 02.21 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*.
- Thurs 02.23 Library Workshop: Class meets in Library 205  
 How to avoid plagiarism  
HOMEWORK: Submit hardcopy of the below exercise at the beginning of class.  
 Read: <http://www2.ivcc.edu/rambo/eng1001/quotes.htm>  
HOMEWORK: Quotation Exercise/Integrating Quotations into Sentences – 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. See my sample posted on UTC Learn, titled “Sample Quotation Exercise.”
- Tues 02.28 [I am away on conference.] Work on the finishing touches related to your thesis statement and outline. This must be submitted to me via email by midnight. See my sample posted on Blackboard, under the title “Sample Thesis and Outline”  
Out-of-class Exercise #2 Due: Thesis and Outline: Thesis Statement and Paper Outline.– 5%

- Thurs 03.02    Historiography and Analysis, Part II: England's Reformation – 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 historians interpreted the English Reformation?  
 Identify four different approaches? Where does Haigh fit into the historiography?  
 (If you are having problems with the last question, Google search Christopher  
 Haigh, as well as his other publications, to establish his interpretation of England's  
 Reformation.
- Tues 03-07    Primary Source Analysis, Part II England's Reformation – On UTC Learn  
Reading: "The Reformation in England: A Visitation to the Monasteries of  
 Buckinghamshire, Kent and Suffolk, 1535-38"  
HOMEWORK:  
 According to the report, what steps were taken to break with the Roman Catholic  
 Church during the Reformation? What property did Cromwell's agents seize from  
 English monasteries? How did Cromwell's agents punish a woman who attributed a  
 miracle to the image of Our Lady at Walsingham? According to this report, what  
 changes occurred in England as a result of the Reformation?
- Thurs 03.09    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*.  
**Rough Draft Due (3 Pages): Submit via SafeAssign by 11:59 pm – 5%**
- Tues 03.14    Spring Break – NO CLASS  
 Thurs 03.16    Spring Break - NO CLASS
- Tues 03.21    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 - Posted on UTC Learn
- Thurs 03.23    Writing Center Visit:  
 Visual Presentations: Powerpoints and Prezis
- Tues 03.28    Formulating informed opinions.  
Reading: *They Say; I Say*, ch. 4; "Does Texting Affect Writing?" – pp. 361-370  
HOMEWORK: Questions 1-5 on pp. 371-372 in *They Say, I Say*
- Thurs 03.30    "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 04.04     Research Presentations, Part I
- Thurs 04.06     Research Presentations, Part II
- Tues 04.11     Research Presentations, Part III
- Thurs 04.13     Research Presentations, Part IV
- Tues 04.18     Research Presentations, Part V

**Thurs 04.20   Final Draft (6-8 pages) of Research Paper Due: 20%**

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

- |                                         |             |
|-----------------------------------------|-------------|
| 1. In-class exercise #1                 | 5% (01.19)  |
| 2. In-class exercise #2                 | 5% (01.26)  |
| 3. In-class exercise #3                 | 5% (01.31)  |
| 4. In-class exercise #4                 | 5% (02.02)  |
| 5. Out-of-class exercise #1             | 5% (02.07)  |
| 6. Out-of-class exercise #2             | 5% (02.28)  |
| 7. 3-page rough draft due:              | 5% (03.09)  |
| 8. Research paper 6-8-page final draft: | 20% (04.20) |
| 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:

1. 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.
2. **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.
- In-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. **If you arrive after homework has been collected, you cannot submit it late.**
- Policy on communication: When I need to communicate with you outside of class time, I will use your [mocs.utc.edu](mailto: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.
  - Homework assignments 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 2230 (CRN)**  
**Modern Europe: c. 1800-the Present**  
**Dr. John C. Swanson**

University of Tennessee at Chattanooga; Term: Fall 2021

Office: 408 Brock Hall

Class Hours: TR 9:25-10:40

Office Hours: by appointment

E-Mail: John-Swanson@utc.edu

**COURSE DESCRIPTION:** 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.

**COURSE OUTCOMES:** The main goals of this course are:

- To introduce students to the main contours of modern 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 this time period.
- 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.

**Communication:** Class announcements are made through UTC Learn/CANVAS and UTC email. Please check your UTC email and UTC Learn on a regular basis. Be sure to have CANVAS set so you receive announcements. CANVAS is the official means of communication between instructor and student for this course. I will check CANVAS at least once a day for this course, so I should be able to get back to you within 24 hours. If

you do not hear back from me within 24 hours, feel free to write again. If you have an emergency, you can try to send a separate email.

**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 Canvas'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 Canvas.
- **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.
- **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:**
  - *Europe in the Modern World since 1500*, by Edward Berenson (Oxford, 2017).
    - Hereafter *Berenson*
  - *The Red Prince: The Secret Lives of a Habsburg Archduke*, by Timothy Snyder (Basic Books, 2008).
    - Hereafter *Snyder*
  - *East West Street: On the Origins of "Genocide" and "Crimes Against Humanity,"* by Phillippe Sands (Vintage, 2017).
    - Hereafter *Sands*
- All books are available in the bookstore.

#### **REQUIREMENTS:**

This course has eleven quizzes, two exams, and two short paper. The quizzes and exams will be taken on Canvas. The short papers will be submitted via Canvas.

#### **QUIZZES**

The quizzes will consist of 15 objective (true/false or multiple choice) questions based on the reading for that week. All quizzes will be given online. They will need to be taken before that week's class.

#### **EXAMS**

The two exams will be mainly essay exams, consisting of identifications and essays. (More information about each exam will be provided during the semester.) On each exam will be objective questions taken from the quizzes as well.

#### **SHORT PAPERS**

The first short paper will be about Snyder, *The Red Prince*, and the second one about Sands, *East West Street*. The papers will be three-page papers focusing on the main arguments in the two books. More directions are posted on the Canvas site.

#### **GRADES:**

Quizzes (11 quizzes, each worth 2 percent)	22 percent of final grade
Exam #1	20 percent of final grade
Exam #2	20 percent of final grade

Short Paper: Snyder  
Second Paper: Sands  
Class Participation

15 percent of final grade  
15 percent of final grade  
8 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

## Lectures and Reading Assignments

WEEK	TOPIC	CLASS	ASSIGNMENTS	DUE on that day
Week I: <b>Tuesday</b> <b>August 17</b>	Introduction	Introduction		
Week I: <b>Thursday</b> <b>August 19</b>	The French Revolution	The French Revolution	Berenson: ch. 4	Quiz 1 (This will be available on Canvas between Tuesday's class and Thursday at 9 a.m.)
Week II: <b>Tuesday</b> <b>August 25</b>	Nineteenth Century, part one	Congress of Vienna	Berenson: ch. 5	Quiz 2 (This will be available on Canvas between Sunday at noon and Tuesday at 9 a.m.)
Week II: <b>Thursday</b> <b>August 26</b>	Nineteenth Century, part one	1. Revolutions of 1848	Berenson: ch. 6	Quiz 3 (This will be available on Canvas between Tuesday's class and Thursday at 9 a.m.)
Week III: <b>Tuesday</b> <b>August 31</b>	Nineteen Century, part two	National Unification	1. Berenson: ch. 7	Quiz 4 (This will be available on Canvas between Sunday at noon and Tuesday at 9 a.m.)
Week III: <b>Thursday</b> <b>Sept. 2</b>	Nineteen Century, part two	National Unification, continued		
Week IV: <b>Tuesday</b> <b>Sept. 7</b>  <b>NO CLASS</b>	READ!!!!	1. No Class	1. READ: Snyder, The Red Prince (pp. 1-28, 51-148, 269-end)/Prologue, Gold, Green, Red, Grey, White, Epilogue	

<b>WEEK</b>	<b>TOPIC</b>	<b>CLASS</b>	<b>ASSIGNMENTS</b>	<b>DUE on that day</b>
Week IV: <b>Thursday Sept. 9</b>  <b>NO CLASS</b>	READ!!!!	No Class	See above	
Week V: <b>Tuesday Sept. 14</b>	Imperialism	1. Imperialism	1. Finish first Short Paper: Snyder	Short Paper is Due on Tuesday, September 14, at noon. Submit to Canvas.
Week V: <b>Thursday Sept. 16</b>	Turn of the Century	Fin de siècle	Berenson: ch. 8	Quiz 5 (This will be available on Canvas between Tuesday's class and Thursday at 9 a.m.)
Week VI: <b>Tuesday Sept. 21</b>	Early Twentieth Century	European Culture		
Week VI: <b>Thursday Sept. 23</b>	Early Twentieth Century continued	Origins of the First World War	Berenson: ch. 9	Quiz 6 (This will be available on Canvas between Tuesday and Thursday at 9 a.m.)
Week VII: <b>Tuesday Sept. 28</b>	The First World War	1. The First World War		
Week VII: <b>Thursday Sept. 30</b>	FIRST EXAM	FIRST EXAM	Study	Exam on Canvas
Week VIII: <b>Tuesday Oct. 5</b>	Postwar Europe	1. Peace Conference and Russian Revolution	1. Berenson: ch. 10	Quiz 7 (This will be available on Canvas between Sunday at noon and Tuesday at 9 a.m.)
Week VIII: <b>Thursday Oct. 7</b>	Postwar Europe continued	Interwar Europe		

<b>WEEK</b>	<b>TOPIC</b>	<b>CLASS</b>	<b>ASSIGNMENTS</b>	<b>DUE on that day</b>
Week IX: <b>Tuesday Oct. 12</b>	FALL BREAK	1. NO CLASS		
Week IX: <b>Thursday Oct. 14</b>	fascism	1. Interwar Europe, part two	1. Berenson: ch. 11	Quiz 8 (This will be available on Canvas between Sunday at noon and Tuesday at 9 a.m.)
Week X: <b>Tuesday Oct. 19</b>	fascism continued	Fascism and National Socialism		
Week X: <b>Thursday Oct. 21</b>	The Second World War	1. The Road to War	1. Berenson: ch. 12	Quiz 9 (This will be available on Canvas between Sunday at noon and Tuesday at 9 a.m.)
Week XI: <b>Tuesday Oct. 26</b>	The Second World War	The Second World War		
Week XI: <b>Thursday Oct. 28</b>	READ!!!!	NO CLASS	READ: Sands, East West Street 1. Sands Prologue 2. Part IV: Lemkin 3. Part VIII: Nuremberg 4. Part X: Judgement 5. Epilogue	
Week XII: <b>Tuesday Nov. 2</b>	READ!!!!	NO CLASS	See above	

<b>WEEK</b>	<b>TOPIC</b>	<b>CLASS</b>	<b>ASSIGNMENTS</b>	<b>DUE on that day</b>
Week XII: <b>Thursday Nov. 4</b>	Individual meetings	1. No class, instead everyone will meet with me individually.	1. Finish second short paper: Sands	Short Paper is due on Thursday, November 4, at noon. Submit via Canvas.
Week XIII: <b>Tuesday Nov. 9</b>	Holocaust	Holocaust		
Week XIII: <b>Thursday Nov. 11</b>	Cold War	Postwar	1. Berenson: ch. 13	Quiz 10 (This will be available on Canvas between Tuesday and Thursday at 9 a.m.)
Week XIV: <b>Tuesday Nov. 16</b>	Cold War continued	Cold War		
Week XIV: <b>Thursday Nov. 18</b>	Late twentieth Century	1. Cold War continued	1. Berenson: ch. 14	Quiz 11 (This will be available on Canvas between Tuesday and Thursday at 9 a.m.)
Week XV: <b>Tuesday Nov. 23</b>	Twenty-first century	Europe today		
FINALS Week <b>Thursday, Dec. 2, 8-10 a.m.</b>	Second EXAM	Exam	Study!	Exam will be available on Canvas at the specified time.

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

## **COVID-19 Absences**

### COVID Absence Statement – Fall 2021 Revised

Students must complete the COVID-19 Notification form if they are positive for COVID-19; symptomatic for COVID-19; exposed (close contact) to a known case of COVID-19 / someone positive for COVID-19; or potentially exposed to a known case of COVID-19 / someone positive for COVID-19. Documentation will be provided to the instructor by the Office of Student Outreach & Support.

Students who are instructed by university administration to stay home due to their responses are not to come to campus or attend face-to-face classes. Students who are cleared to be on campus and attend class are required to attend face-to-face class sessions. Students will not be penalized for COVID-19 related absences or late course assessments due to a COVID-19 related concerns unless they are unable to complete course learning outcomes. Faculty will work reasonably with students to identify ways to complete course requirements.

Students must, if they are asymptomatic or if their symptoms do not interfere with their ability to participate in the course, continue to participate in the course using the online assets and tools that the instructor may make available through UTCLearn including: (Instructors should add a list here. It is understood that, in some cases, attendance is an inseparable function of course learning objectives (e.g., clinical labs, scientific labs, material demonstrations). In turn, these learning objectives are often tied to institutional and program accreditation or outside partnerships.

If COVID-19 related illness results in any missed course work (face-to-face or online), students must contact the instructor within 48 hours of recovering to plan make-up work. Makeup work must be completed according to the plan devised by the instructor in coordination with the student. It remains the student's responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and students may find themselves in the situation where they are unable to complete all work by the end of the semester. In such a case, students should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

If students have COVID-19 disability related risk factors that may affect attendance, students are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

If students believe the instructor has not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, students have the right to appeal according to UTC's General Student Grievance (Complaint) Procedure by filling out the Student Complaint Form and submitting to the Office of the Dean of Students.

# **HIST 2850: Colonial Latin America**

**Term:** Fall 2021

**Section:** 00; **CRN:** 44211

**Date/Time:** T/R, 12:15 PM – 1:30 PM

**Modality:** Face-to-face; **Room:** Brock Hall 201

Instructor: Edward Brudney

Office: 408F Brock Hall

E-mail: edward-brudney@utc.edu

Office Phone: (423) 425-4572

Office Hours: By appointment (face-to-face and Zoom)

## Course Description

This course explores the development of the region called “Latin America” from the period prior to Columbus’s arrival in the Bahamas to the eve of the Wars of Independence in the early 1800s. No one-semester course can cover the histories of all the territories and nation-states that comprise Latin America, so we will focus on overarching themes to provide a survey of the Americas during this 300+ year span. The course will be divided into five (5) units that move from 1) pre-contact, through 2) the Conquest, to 3) the consolidation of colonial control, to 4) the birth of capitalism, and finally 5) resistance to colonialism. Topics likely to receive particular attention include: race, slavery, the history of capitalism, political thought, class conflict, revolutionary movements, and historiography. **Pre or Corequisites:** [ENGL 1010](#), or [ENGL 1011](#), or [ENGL 1020](#), or [HIST 2100](#), or [UHON 1010](#), or department head approval.

This class fulfills a core requirement for the Latin American Studies (LTAM) major. Additionally, because we will focus extensively on questions related to Blackness, Whiteness, and the enduring legacies of racism, this course may also be counted toward the Africana Studies minor. Please contact me directly for more information about either of these programs.

## Course Structure

This class will be organized into five separate units, not necessarily of equal length. Unit 1 (Weeks 1 and 2) covers the political, economic, and social context in three different parts of the world—the Americas, Iberia, and West Africa—in the decades prior to Columbus’s 1492 voyage. Our goal is to establish the necessary context for understanding the long process of colonization that begins in the early 1500s. Unit 2 (Weeks 3, 4, and 5) examines the early interactions between Europeans, Africans, and indigenous Americans from the end of the 1400s through the end of the 1500s. In Unit 3 (Weeks 6, 7, and 8), we will explore the processes by which European colonial powers (Spain, Portugal, France, Britain) claimed territory in the Americas and attempted to impose order over that territory. Unit 4 (Weeks 9, 10, 11, and 12) traces the development of a new global economic order with roots in two specific features of Colonial Latin America: silver mining and sugar plantations. Our final unit (Weeks 13, 14, and 15) will emphasize resistance to this colonial

system from various sectors of the population and set the stage for the Wars of Independence (which we won't really cover in this class).

On the first day of class, you will be assigned to a Learning Community (to which you will also be assigned in Canvas). This model will enable us to have more freedom, flexibility, and interactive learning (as opposed to a straight lecture model). **You must sit with the other members of your Learning Community for every class, as we will be working in these groups on a regular basis.** These Learning Communities offer critical spaces for conversation and interpretation and will allow you to work through complicated subjects and ideas in more informal/low-pressure situations. The goal of these Communities is to use your diverse experiences and viewpoints to develop deeper understandings of class material.

Contemporary Latin America (including the Caribbean) consists of thirty-three independent nation-states, another fifteen dependent territories, and some 650 million people speaking more than a dozen languages. Because we cannot hope to cover all their histories in a one-semester class, we will be working with overarching themes in a handful of key regions. We will focus on analyzing the stories that people tell about Colonial Latin America and how those stories have changed over time. We will look primarily at five regions: Mexico/Central America; the Caribbean; the Andes; the Amazon; and the Southern Cone. However, some cases (e.g., Brazil) exist in multiple regions, so we will also think about how geography has shaped their social, political, and economic development.

### Course Learning Objectives

This class has several specific objectives. At the end of this course, you should be able to:

- Describe the histories, cultures, and peoples of different regions of Latin America
- Explain patterns of continuity and change in Latin America through the early 1800s
- Analyze the consequences of colonialism and globalization, both positive and negative, from the 1400s through the early 1800s in Latin America
- Skillfully deploy critical reading and critical analysis techniques
- Use those critical analytical skills to construct arguments that are both historically informed and historically situated

This class is also certified as a General Education Course, fulfilling the requirements for **Historical Understanding**. Please consult your advisor and check the specific requirements of your major to determine if this course is a good fit for your plan of study. The subcategory objectives for Historical Understanding are:

- 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 Requirements

- **Readings:** You are expected to come to class each day having completed the readings for that day. Classes will feature lectures, but almost all sessions will also include time for discussion and question/answer, meaning that all students must be prepared to participate. Readings are due on the date on which they appear in the syllabus (i.e., if a reading is listed for August 26, it should be finished *before* class on August 26). We will discuss how to read effectively over the first weeks of class.
- **Attendance:** Attendance for this class is mandatory. You must be in class in order to absorb the lectures, take notes, discuss the readings, and work through problems with classmates. We meet twenty-eight (28) times in total. You may miss one (1) class for any reason, without any penalty (you do not need to give a reason). Any additional unexcused absence will have a significant negative impact on your grade; multiple absences may result in failure of the course.
- **Participation:** This class will involve a mixture of lectures, discussions, and small group activities. You are expected to actively participate in all aspects of the class (e.g., to remain focused and take notes during the lectures; to speak/respond during discussions; to work productively with your classmates in small groups). Participation will be evaluated based on activity levels across all three areas, and a rubric with further information is available on our Canvas site. *Please note that I am always happy to speak with you individually about participation grades and concrete steps for improvement.*
- **Weekly Reflections:** Each week, you will submit (via Canvas) a short reflection that responds to a prompt related to that week's readings and/or class discussions. You will post your submission to the "Discussion" platform for that week **before 11:59 p.m. on Friday**. Discussions will be organized by Learning Community and accessible through Canvas Groups. These reflections are *not* meant to be formal essays but instead pieces of a longer conversation that will continue throughout the semester.
- **Response Papers (5):** During the semester, you must submit five (5) short response papers (300-400 words) that engage with the reading for that week. These will be due on the Friday of a given week before 11:59 p.m., and they must be submitted via Canvas. Responses should analyze (not summarize) key ideas and concepts from the readings and, to a lesser extent, from our discussions in class. A separate rubric will be provided during the first week of class covering specific criteria in more detail.
- **Final Project:** Everyone will complete a final project on a topic of your choosing. However, you will also have some choice about what form that project takes. You may: 1) write a final paper; 2) prepare and record a video lecture; 3) prepare and record a podcast. Options 2 and 3 (video lecture and podcast) can be completed in groups of up to three people. Option 1 must be completed individually. Each final project option will involve multiple "steps" to complete, and each will also have its own rubric, which will be posted to Canvas. *You must choose which option you will do by the end of Week 5 (Friday, 9/17).*

### Grade Breakdown

Your grade will be calculated according to the following formula:

<b>Assignment</b>	<b>Value</b>
Attendance .....	15%
Participation .....	15%
Weekly Responses .....	15%
Short Papers (5) .....	25%
Final Project .....	30%
<b>Total:</b>	<b>100%</b>

### Additional Course Information

- **Contacting the Professor:** I welcome questions and comments (and suggestions) about the course material and assignments. The best way to reach me outside of class and/or office hours is via e-mail: [edward-brudney@utc.edu](mailto:edward-brudney@utc.edu). I will do my best to respond to all e-mails within 24 hours, though over weekends and holidays, my response time will likely be slower. If you have a question or doubt, **IT IS IMPORTANT FOR YOU TO COMMUNICATE WITH ME**. Please bring your concern to my attention as early as possible, so that it does not become a bigger problem.
- **Academic Standards:** You are responsible for knowing, understanding, and abiding by UTC's policies regarding student misconduct and academic honesty. These policies are available in the [UTC Student Handbook](#). **Your presence in this class is an implicit agreement with the UTC Honor Code Pledge, and this remains true for an online class.** If you use someone else's words, ideas, or concepts without properly crediting their work, you are cheating and/or committing plagiarism. You will fail any plagiarized assignment, and you may also fail the entire course. If you are concerned about the possibility of plagiarism and/or have a question about how to properly cite a source, please talk to me *before* you submit the assignment. I will be happy to advise you on how to quote, cite, and/or paraphrase material to avoid academic dishonesty.
- **COVID-19:** Obviously, we find ourselves in the middle of an unprecedented situation. There are several elements of our course which will have to reflect that reality. UTC has begun to work on additional resources, including modified safety and attendance policies, together with help related to the technological concerns of students. Please familiarize yourself with the following information: [Campus Safety Policy](#); [Absence Policy](#); [Request for Technological Assistance](#). See below for an additional statement from the Faculty Senate regarding COVID-19. Please also feel free to contact me directly with questions or concerns.
- **Accommodations:** UTC's policy is to make reasonable accommodations for students with properly documented disabilities. If you believe that you have an issue (e.g. physical, learning, hearing, vision, etc.) that may require special assistance or special accommodation, please contact the Disability Resource Center (DRC) at (423) 425-4006

or visit the DRC office (108 University Center). I am more than happy to work with you to find solutions, but any requests must be processed through the DRC.

- **Additional Resources:** This course will include discussion of difficult subjects including violence, genocide, racism, sexism, and discrimination. If you feel upset or unable to participate for personal reasons, please let me know. I will gladly work with you to find a solution and/or meet privately during office hours. Further, if you feel that speaking with a professional would help, I highly encourage you to contact UTC's Counseling Services Center at (423) 425-4438, or to stop by their office (University Center Room 338). If you are having difficulty with the content or expectations of this course, and need additional academic support, please make use of UTC's Student Support Services (Frist Hall, 2<sup>nd</sup> Floor) and the UTC Library's Writing Center (UTC Library, 3<sup>rd</sup> Floor, Room 327). In addition, I am always available during office hours to discuss concerns related to class.

### COVID-19 Absences

Students **must complete the [COVID-19 Notification form](#)** if they are positive for COVID-19; symptomatic for COVID-19; exposed (close contact) to a known case of COVID-19 / someone positive for COVID-19; or potentially exposed to a known case of COVID-19 / someone positive for COVID-19. Documentation will be provided to me by the Office of Student Outreach & Support.

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You will not be penalized for COVID-19 related absences or late course assessments due to a COVID-19 related concern unless you are unable to complete course learning outcomes. I will work reasonably with you to identify ways to complete course requirements. You must, if you are asymptomatic or if your symptoms do not interfere with your ability to participate in the course, **continue to participate in the course to the maximum extent possible using online assets and tools available through Canvas.**

If COVID-19 related illness results in any missed course work (face-to-face or online), **you must contact me within 48 hours of recovering to plan make-up work.** Makeup work must be completed according to the plan devised me in coordination with you. It remains your responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and you may find yourself in the situation where you are unable to complete all work by the end of the semester. In such a case, you should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

If you have COVID-19 disability related risk factors that may affect attendance, you are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

If you believe I have not made reasonable and appropriate accommodations for absences, or makeup assignments, projects, labs, or exams due to COVID-19, you have the right to appeal according to UTC's [General Student Grievance \(Complaint\) Procedure](#) by filling out the [Student Complaint Form](#) and submitting to the Office of the Dean of Students.

### Required Texts

There are no required texts for this course. All readings will be posted to our Canvas page or otherwise available online (organized by day and week).

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## **CLASS SCHEDULE**

### *Unit 1: Before the Encounter*

#### Week 1: Setting the Stage (Part 1)

Tuesday, 8/17: Introductions/Overview

**Reading:** Course Syllabus; Thomas Holloway, "Latin America: What's in a Name?"  
(Canvas)

Thursday, 8/19: The Americas before Contact

**Reading:** Matthew Restall and Kris Lane, "Native America"; "The Mexica and the Inca,"  
*Latin America in Colonial Times* (Canvas)

Total Pages: 38

#### Week 2: Setting the Stage (Part 2)

Tuesday, 8/24: Iberia and the *Reconquista*

**Reading:** Restall and Lane, "Castile and Portugal," *Latin America in Colonial Times*  
(Canvas)

Thursday, 8/26: West African Empires

**Reading:** Restall and Lane, "Atlantic Africa," *Latin America in Colonial Times* (Canvas)

Total Pages: 24

## *Unit 2: Clash and Conquest*

### Week 3: Narratives of “Discovery”

Tuesday, 8/31: Columbus the Discoverer

**Reading:** Sir Clements Robert Markham, *Life of Christopher Columbus*, pgs. 108-132  
(**Canvas**)

Thursday, 9/2: Power and History

**Reading:** Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History*, pgs. 108-124 (**Canvas**)

Total Pages: 40

### Week 4: The Conquest as Event

Tuesday, 9/7: Invasion and Conquest

**Reading:** Kris Lane and Matthew Restall, “The Riddle of Conquest,” *The Riddle of Latin America* (**Canvas**)

Thursday, 9/9: Whose Perspective?

**Reading:** Camilla Townsend, “Burying the White Gods: New Perspectives on the Conquest of Mexico” (**Canvas**)

Total Pages: 46

### Week 5: The Conquest as Process

Tuesday, 9/14: Morality, Violence, and Conquest

**Reading:** Stuart Schwartz, *Victors and Vanquished: The Siege and Fall of Tenochtitlan*, pgs. 214-243 (**Canvas**)

Thursday, 9/16: The Long Siege

**Reading:** Christopher Heaney, “The Conquests of Peru” (**Canvas**)

Total Pages: 35

## *Unit 3: Consolidating the Colonial System*

### Week 6: Debating Indigenous Humanity

Tuesday, 9/21: What it Means to Be Human

**Reading:** Patricia Seed, ““Are These Not Also Men?”: The Indians’ Humanity and the Capacity for Spanish Civilization” (**Canvas**)

Thursday, 9/23: Humanity and Power

**Reading:** Francisco Castilla Urbano, “The Debate of Valladolid (1550-1551): Background, Discussions, and Results of the Debate between Juan Ginés Sepúlveda and Bartolomé de las Casas” (**Canvas**)

Total Pages: 49

Week 7: Colonialism and Social Relations

Tuesday, 9/28: Religion and Colonial Authority

**Reading:** Steve Stern, *Peru’s Indian Peoples and the Challenge of Spanish Conquest*, pgs. 51-79 (**Canvas**)

Thursday, 9/30: Constructing Racial Hierarchies

**Reading:** Hebe Mattos, “‘Pretos’ and ‘Pardos’ between the Cross and the Sword: Racial Categories in Seventeenth Century Brazil” (**Canvas**)

Total Pages: 37

Week 8: Navigating Colonial Power Structures

Tuesday, 10/5: The Power of the King

**Reading:** David Garrett, “‘En lo remoto de estos reynos’: Distance, Jurisdiction, and Royal Government in Late Habsburg Cusco” (**Canvas**)

Thursday, 10/7: The Power of the Church

**Reading:** Lee Penyak, “The Inquisition and Prohibited Sexual Artwork in Late Colonial Mexico” (**Canvas**)

Total Pages: 33

*Unit 4: The Birth of Capitalism*

Week 9: Pirates!

Tuesday, 10/12: NO CLASS – FALL BREAK

**Reading:** Wim Klooster, “Inter-Imperial Smuggling in the Americas, 1600-1800” (**Canvas**)

Thursday, 10/14: Free Trade (and Piracy!)

**Reading:** Alexander Exquemelin, “The Buccaneers of Hispaniola” (**Canvas**); Antonio Sánchez Valverde, “The Idea of Value on Hispaniola” (**Canvas**)

Total Pages: 44

### Week 10: The Promise of Silver

Tuesday, 10/19: The Mountain that Eats Men

**Reading:** Kris Lane, “Potosí Mines” (**Canvas**); Bartolomé Arzáns de Orsúa y Vela, “Tales of Potosí” (**Canvas**)

Thursday, 10/21: GAME DAY!

**Reading:** Rossana Barragán, “Working Silver for the World: Mining Labor and Popular Economy in Colonial Potosí” (**Canvas**)

Total Pages: 46

### Week 11: Sweetness and Power

Tuesday, 10/26: The Transatlantic Slave Trade

**Reading:** Franklin W. Knight, “Slavery in the Americas” (**Canvas**); “Slave Voyages” (**External Website**)

Thursday, 10/28: The Plantation

**Reading:** Sidney Mintz, “Plantations and the Rise of a World Food Economy: Some Preliminary Ideas” (**Canvas**); Giovanni Antonio Andreoni, “The Sugar Industry” (**Canvas**)

Total Pages: 28 (plus “Slave Voyages”)

### Week 12: Latin America and the World

Tuesday, 11/2: The Colombian Exchange

**Reading:** Nathan Nunn and Nancy Qian, “The Columbian Exchange: A History of Disease, Food, and Ideas” (**Canvas**); Martha Few, “Chocolate, Sex, and Disorderly Women” (**Canvas**)

Thursday, 11/4: Silver, The World’s Currency

**Reading:** Dennis Flynn and Arturo Giráldez, “Born with a ‘Silver Spoon’: The Origin of World Trade in 1571” (**Canvas**)

Total Pages: 46

## *Unit 5: Resistance and Change*

### Week 13: Crumbling Authority

Tuesday, 11/9: Financial Crisis and Corruption

**Reading:** Mark Burkholder and D.S. Chandler, “Creole Appointments and the Sale of Audiencia Positions in the Spanish Empire under the Early Bourbons, 1701-1750” (**Canvas**)

Thursday, 11/11: Imperialism in the Americas

**Reading:** John Fisher, “Imperial Rivalries and Reforms” (**Canvas**)

Total Pages: 31

Week 14: Rebellion and Backlash

Tuesday, 11/16: Uprisings in the Andes

**Reading:** Alberto Flores Galindo, “The Rebellion of Túpac Amaru” (**Canvas**)

Thursday, 11/18: Slavery and Revolts

**Reading:** Stuart Schwartz, *Slaves, Peasants, and Rebels*, pgs. 103-136 (**Canvas**); Various, “Two Documents in the War Against Palmares” (**Canvas**)

Total Pages: 38

Week 15: Toward Independence...?

Tuesday, 11/23: On the Eve of Revolution

**Reading:** Cheryl Martin and Mark Wasserman, “The Shifting Fortunes of Colonial Empire,” *Latin America and Its People*, Vol. 1 (**Canvas**); Anonymous, “Debate Over Spanish Sovereignty” (**Canvas**)

Thursday, 11/25: NO CLASS - THANKSGIVING

**Reading:** Joanne Freeman, “I’m a Historian. I See Reason to Fear—And to Hope,” *The Atlantic* (Aug. 17, 2020) (**Canvas**)

Total Pages: 38

Final Exam/Final Project

**DUE: MONDAY, DEC. 6<sup>th</sup> @ 11:59 P.M.**

HIST 3425-0 / WGSS 3425-0, Fall 2021

**Queer American History**

CRN: 44212 / 44340 (3 Credit Hours)

Tues./Thurs. 3:05 PM - 4:20 PM, Brock Hall 401, Face-to-Face Modality

**Instructor:** Prof. William Kuby (he/him/his)

**Office:** Brock Hall 408D

**Phone:** (423) 425-5314

**Email:** [William-Kuby@utc.edu](mailto:William-Kuby@utc.edu)

**Office Hours:** Wednesdays from 12:00-2:00 pm (and by appointment). **I ask that you wear a mask in my office. If you are not willing to honor that request, we will have to plan an alternative meeting over Zoom.**

**Course Catalog Description:**

While terms like gay, lesbian, bisexual, transgender, and intersex have relatively recent origins, the contemporary LGBTQ+ community has deep historical roots in America. Spanning from the seventeenth century to the present, this course explores the past experiences of individuals and groups who would be categorized today under the LGBTQ+ umbrella. It examines the long history of protest and political action that sexual minorities have undertaken in pursuit of civil rights and social justice, as well as the consistent legal and cultural backlash that has accompanied LGBTQ+ visibility. As we shift our focus from decade to decade, we will observe the ever-evolving ideas about what was "natural" and "normal" when it came to gender and sexual identity, and we will consider the many social forces shaping popular opinion on sexual matters (e.g. the press, lawmakers, scientists, religious figures, authors, filmmakers, etc.). Throughout the semester we will examine queer history within an intersectional framework; that is to say, we will contemplate the wide array of identities that constituted our subjects' lived experiences, including race, ethnicity, nationality, class, gender, sex, sexual orientation, religion, and region. As we shall see, there has not been one uniform queer experience in the United States. Rather, there are countless factors that have shaped the lives of queer Americans throughout the centuries. This class will give students an opportunity to learn about some of these experiences, and to consider the methods that historians might use to uncover those queer histories that have yet to be told.

**Course Pre-/Corequisites:** None

**Required Course Materials**

- Rachel Hope Cleves, *Charity and Sylvia: A Same-Sex Marriage in Early America* (New York: Oxford University Press, 2014)
- Audre Lorde, *Zami: A New Spelling of My Name* (Freedom, CA: Crossing Press, 1982)

\*Many additional readings available for download on our course Canvas site.

**Course Student Learning Outcomes:**

This is first and foremost a history class, and it thus prepares students 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 coherent historical arguments.
- Articulate the relationship between the past and the present

Additional course outcomes relate to the course's thematic focus on queer issues, gender, and sexuality. Upon completion of the class, students will be able to:

- Understand the diverse makeup of LGBTQ+ communities throughout American history.
- Utilize an intersectional framework to comprehend the ways in which queer individuals have been historically united *and* divided.
- Understand gender, sex, and sexuality as socially/culturally constructed categories that change over time.
- Evaluate the many social and cultural forces that have shaped public opinion on matters of sex and sexuality.
- Grasp the challenges of studying marginalized populations whose voices have not always been recorded for posterity; contemplate new methods for making those voices heard.

**Technology Requirements for Course:** You will need regular access to a computer with word processing software and a reliable internet connection.

**Technology Skills Required for Course:** To succeed in this course, you must be comfortable accessing the course Canvas page, retrieving online readings and primary sources, streaming required films, and submitting writing assignments to Canvas.

### **Course Assessments and Requirements**

Your final grade will consist of several elements:

#### **One 3-4 Page Primary Source Analysis (Due Thursday, September 2)**

For this essay you will analyze one or two sources from the [OutHistory.org](http://OutHistory.org) exhibit, "Transgender Children in Antebellum America." This assignment will give you the opportunity analyze and explain the ways in which nineteenth-century children's books and magazines might inform our historical understandings of gender nonconformity. More details to follow.

#### **One 4-5 Page Essay on *Charity and Sylvia* (due Thursday, September 23)**

For this essay you will analyze elements of Rachel Hope Cleves's *Charity and Sylvia* (as well as additional course readings on romantic friendship). More details to follow.

#### **One 4-5 Page Essay on Twentieth-Century Queer Representation (Due Friday, October 22)**

For this essay you will reflect on queer representation in print and popular culture in our readings relating to the 1900s-1950s. More details to follow.

#### **Take Home Final Exam (Due Tuesday, December 7 at 3:30 PM)**

#### **Attendance and Participation**

Attendance is essential, but it is not sufficient for receiving an A in participation. Participation includes active engagement in class sessions and thoughtful discussion of assigned reading. 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, group work, and in-class assignments. 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. Laptops are only permitted for note-taking purposes, and phones are only permitted for accessing readings on UTC Learn. I trust you to respect these policies, but I reserve the right to amend them if I feel they are being abused.

### **Course Grading**

<b><u>Assignment</u></b>	<b><u>Percentage of Grade</u></b>
Primary Source Analysis	15%
<i>Charity and Sylvia</i> Essay	20%
Queer Representation Essay	20%
Take-Home Final	25%
Participation	20%

**Course Grading Policy:** Grades are based on a traditional scale, where A=90% and above, and F=59% and below.

**Instructor Grading and Feedback Response Time:** You will receive written feedback on each of the above assignments within three weeks of submission.

**Late/Missing Work Policy:** Due to the public health crisis we continue to face, I want to be flexible about deadlines. At the same time, I want to do everything I can to keep you on track with your work in this course. I will not penalize you for late assignments related to illness, family emergency, and other pressing personal issues. **But it's crucial that you communicate with me if/when such circumstances arise so that we can arrange alternative dates for submission.**

In the case of unexcused late assignments, I will begin making small deductions on assignments that are turned in more than two weekdays after the due date. These deductions will get slightly larger as the days pass. That said, I want to give you credit for the work you do, so please submit all of your assignments to me, even if they are occasionally late! I believe that this is a time for flexibility and compassion, and not for rigid standards. Please let me know if you are struggling to complete your assignment for this class—I promise to work with you to help devise a satisfactory plan (also, see UTC's COVID-19 Absence Policy below).

### **COVID-19 Absence Policy**

Students **must complete the [COVID-19 Notification form](#)** if they are positive for COVID-19; symptomatic for COVID-19; exposed (close contact) to a known case of COVID-19 / someone positive for COVID-19; or potentially exposed to a known case of COVID-19 / someone positive for COVID-19. Documentation will be provided to me by the Office of Student Outreach & Support.

If you are instructed by university administration to stay home due to your responses, you are not to come to campus or attend face to face classes. If you are cleared to be on campus and attend class you are required to attend face-to-face class sessions.

You will not be penalized for COVID-19 related absences or late course assessments due to a COVID-19 related concern unless you are unable to complete course learning outcomes. I will work reasonably with you to identify ways to complete course requirements.

You must, if you are asymptomatic or if your symptoms do not interfere with your ability to participate in the course, **continue to participate in the course using the online assets and tools that I may make available through UTC Learn including:** completion of course readings and writing assignments, engagement with required films, podcasts, and other primary sources examined in and out of class.

If COVID-19 related illness results in any missed course work (face-to-face or online), **you must contact me within 48 hours of recovering to plan make-up work.** Makeup work must be completed according to the plan devised me in coordination with you. It remains your responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. But please realize that class will continue, and you may find yourself in the situation where you are unable to complete all work by the end of the semester. In such a case, you should consider a late withdrawal or an incomplete grade. Please contact the Records Office (423-425-4416) to learn more about the late withdrawal process.

If you have COVID-19 disability related risk factors that may affect attendance, you are strongly encouraged to register with the Disability Resource Center (423-425-4006) in order to receive necessary accommodations.

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### **Course Calendar/Schedule:**

Please note that readings must be completed *before* each class  
Readings marked with an asterisk (\*) will be available on UTC Learn/Canvas

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## **Week 1, Getting Started: Queer History as American History**

Tues. 8/17, Introduction to the Course

Thurs. 8/19, Major Concepts in Queer History

- **Reading:** \*Michael Bronski, *A Queer History of the United States*, Author's Note and Introduction
  - **Reading:** \*Megan E. Springate, "A Note About Intersectionality"
- 

## **Week 2: Sexual Diversity in Indigenous and Colonial America**

Tues. 8/24, Debating Queer Indigenous Cultures

- **Reading:** \*Will Roscoe, "The Zuni Man-Woman"
- **Reading:** \*Ramón Gutiérrez, "Warfare, Homosexuality, and Gender Status Among American Indian Men in the Southwest"

Thurs. 8/26, Sexual Transgressions in the British Colonies

- **Reading:** \*Elizabeth Reis, "Hermaphrodites and 'Same-Sex' Sex in Early America"

**\*\*NOTE: Sunday, 8/29 is the last day to drop a class before a W (withdrawal) is recorded**

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## **Week 3: Finding and Interpreting Early American Evidence**

Tues. 8/31, Slavery, Sexuality, and the Issue of Evidence

- **Reading:** \*Jim Downs, "With Only a Trace: Same-Sex Sexual Desire and Violence on Slave Plantations, 1607-1865"

Thurs. 9/2, Making Use of Unconventional Evidence

- **Reading:** "Transgender Children in Antebellum America":  
<http://outhistory.org/exhibits/show/transgenderchildrenantebellum>

**\*PRIMARY SOURCE ANALYSIS IS DUE AT BEGINNING OF CLASS, 9/2\***

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## **Week 4: Same-Sex Passion vs. Romantic Friendship in the Early American Republic**

Tues. 9/7, Historical Perspectives on Romantic Friendship

- **Reading:** \*Richard Godbeer, "A Settled Portion of My Happiness': Friendship, Sentiment, and Eighteenth-Century Manhood"
- **Reading:** \*Karen V. Hansen, "No Kisses Is Like Youres': An Erotic Friendship between Two African-American Women during the Mid-Nineteenth Century"
- **Reading:** \*Larry Kramer, "Queer Theory's Heist of Our History"

Thurs. 9/9, Feminine Companionship in the Early American Republic

- **Reading:** Rachel Hope Cleves, *Charity & Sylvia*, Preface-ch. 4 (pp. ix-35)
- 

## **Week 5: Female Intimacy before "Homosexuality"**

Tues. 9/14, The Limits of Romantic Friendship

- **Reading:** Cleves, *Charity & Sylvia*, ch. 5-10 (pp. 35-100)

Thurs. 9/16, Locating Lesbian Passion in the Early-Nineteenth Century

- **Reading:** Cleves, *Charity & Sylvia*, ch. 11-14 (pp. 101-141)
- 

### **Week 6: Same-Sex Marriage Before Same-Sex Marriage (Or Not)**

Tues. 9/21, Making Sense of Charity and Sylvia (and *Charity and Sylvia*)

- **Reading:** Cleves, *Charity & Sylvia*, ch. 15-Afterword (pp. 142-203)

### **\*CHARITY AND SYLVIA ESSAY IS DUE AT BEGINNING OF CLASS, 9/23\***

Thurs. 9/23: Trans (?) Identities in the American West

- **In Class Screening:** *She Drank, She Swore, She Courted Girls...She Even Chewed Tobacco: Passing Women in 19<sup>th</sup> Century America* (1983)
- 

### **Week 7: Rural/Urban Landscapes in the Gilded Age and Progressive Era**

Tues. 9/28, The Queer Frontier at the Turn of the Twentieth Century

- **Reading:** \*Robin Henry, "Queering the American Frontier: Finding Queerness and Sexual Difference in Late Nineteenth-Century and Early Twentieth-Century Colorado"
- **Reading:** \*Emily Skidmore, "Ralph Kerwineio's Queer Body: Narrating the Scales of Social Membership in the Early Twentieth Century"

Thurs. 9/30, Queering the Jazz Age

- **Reading:** \*Eric Garber, "A Spectacle in Color: The Lesbian and Gay Subculture of Jazz Age Harlem"
  - **Reading:** \*Kim Gallon, "'No Tears for Alden': Black Female Impersonators as 'Outsiders Within' in the *Baltimore Afro-American*"
- 

### **Week 8: Antigay Panics in the 1930s and 1940s**

Tues. 10/5, Presenting (and Erasing) the Tragic Lesbian in *The Children's Hour*

- **Reading:** \*Lillian Hellman, *The Children's Hour*

Thurs. 10/14, Queer Identity (and Antigay Backlash) during World War II

- **Reading:** \*Steve Estes, "The Greatest Generation"
  - **Screening:** \*"Coming Out Under Fire" (dir. Arthur Dong, 1994)
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### **Week 9: Sexual Containment in Postwar America**

Tues. 10/12: No Class, Fall Break

Thurs. 10/14, Cold-War Anxieties: Anticommunism and the Lavender Scare

- **Reading:** \*David K. Johnson, "'Homosexual Citizens': Washington's Gay Community Confronts the Civil Service"
  - **Reading:** \*Elaine Tyler May, "Explosive Issues: Sex, Women, and the Bomb"
- 

### **Week 10: Race, Sex, and the Popular Culture in the Postwar Era**

Tues. 10/19, The Power (and Pain) of Queer Representation

- **Reading:** \*Yvonne Keller, “Was It Right to Love Her Brother’s Wife So Passionately??: Lesbian Pulp Novels and U.S. Lesbian Identity, 1950-1965
- **Reading:** \*Emily Skidmore, “Constructing the ‘Good Transsexual’: Christine Jorgensen, Whiteness, and Heteronormativity in the Mid-Twentieth-Century Press”

Thurs. 10/21, How We Remember (and Forget) Gay Liberation)

- **Podcast:** \*‘‘You’re Wrong About: The Stonewall Uprising’’: <https://yourewrongabout.buzzsprout.com/1112270/4016093>
- **In-Class Screening** *Screaming Queens: The Riot at Compton’s Cafeteria* (Dir. Victor Silverman and Susan Stryker, 2005)

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### Essay on Twentieth Century Queer Representation Due Friday, 10/22

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#### Week 11: Audre Lorde and Black Lesbian Feminism

Tues. 10/26, *Zami* pt. 1

- **Reading:** Lorde, *Zami*, Beginning-ch. 11 (pp. 1-80)

Thurs. 10/28, *Zami* pt. 2

- **Reading:** Lorde, *Zami*, ch. 12-21 (pp. 81-160)
- 

#### Week 12: Anti-queer Moral Panics in the 1970s

Tues. 11/2, Making Sense of *Zami* as a Historical Source

- **Reading:** Lorde, *Zami*, ch. 22-Epilogue (pp. 161-256)

Thurs. 11/4, Save Our Children!

- **Reading:** \*Gillian Frank, “‘The Civil Rights of Parents’: Race and Conservative Politics in Anita Bryant’s Campaign against Gay Rights in 1970s Florida”
- 

#### Week 13: Anti-queer Moral Panics in the 1980s

Tues. 11/9, Repressing Queer Identities at UTC

- **Reading:** \*Historic *University Echo* Sources

Thurs. 11/11, **The AIDS Crisis**

- **Screening:** \**United in Anger: A History of ACT UP* (Dir. Jim Hubbard, 2012)
  - **Reading:** \*Paul Monette, “Part One: Halfway Home”
- 

#### Week 14: Queer Culture at the Turn of the Twenty-First Century

Tues. 11/16,

- **Screening:** \**Paris is Burning* (dir. Jennie Livingston, 1991)
- **Reading:** \*Rachel Guberman, “‘No Discrimination & No Special Rights’: Gay Rights, Family Values, and the Politics of Moderation in the 1992 Election”

Thurs. 11/18, Anti-Trans Panics in the new Millennium

- **Reading:** \*Select Primary Sources
- 

## **Week 15: Archiving Queerness in East Tennessee**

Tues. 11/23, Innovations in Queer Oral History

- **Listen:** \*Select interviews from the [Voices Out Loud Oral History Project](#)

Thurs. 11/25: Thanksgiving, No Class!

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## **Take-Home Final Exam Due Thursday, 12/7 at 3:30 PM**

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### ADDITIONAL CLASS POLICIES:

**STUDENT ACCOMMODATIONS:** If you have accessibility and accommodation requests, contact the [Disability Resource Center](https://www.utc.edu/disability-resource-center/index.php) (<https://www.utc.edu/disability-resource-center/index.php>) at 423-425-4006 or email [DRC@utc.edu](mailto:DRC@utc.edu).

**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:** As a student of the University of Tennessee at Chattanooga, I pledge that I will not give or receive any unauthorized assistance with academic work or engage in any academic dishonesty in order to gain an academic advantage. I will exert every effort to ensure that the Honor Code is upheld by myself and others, affirming my commitment to a campus-wide climate of honesty and integrity

**STUDENT CONDUCT POLICY:** UTC's Student Code of Conduct and Honor Code (Academic Integrity Policy) can be found on the [Student Conduct Policy page](https://www.utc.edu/student-conduct/codes.php) (<https://www.utc.edu/student-conduct/codes.php>).

**TECHNOLOGY SUPPORT:** If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email [itsolutions@utc.edu](mailto:itsolutions@utc.edu).

**UTC BOOKSTORE:** The UTC Bookstore will price match Amazon and Barnes and Noble (<https://www.barnesandnoble.com/>) prices of the exact textbook - same edition, ISBN, new to new format, used to used format, and used rental to used rental format, with the same rental term. For more information, go to the [Bookstore Price Match Program](#)

The University of Tennessee at Chattanooga

## **HIST 3920: American Public History**

Spring 2021

Mondays 2:00-4:30

Zoom

**Instructor: Dr. Kelli Nelson**

Office: Zoom

Email: [kelli-nelson@utc.edu](mailto:kelli-nelson@utc.edu)

Office Hours: Mondays 11:00-1:00

### **Course Description**

American Public History introduces students to the practice of public history in its various forms as well as its methodological, theoretical, and ethical underpinnings. The course offers students opportunities to explore the diverse ways historians approach preserving and interpreting history and displaying historical research and topics to public audiences.

Public historians practice history in a variety of settings. They may work as museum curators and educators, historic site interpreters, archivists, oral historians, community activists, film and digital media producers, or historic preservationists. They may be employed at nonprofit organizations, cultural institutions, corporations, government agencies, or as independent consultants. In working within these settings, public historians must be able to adapt their techniques and goals to the particular tasks while keeping the communities they serve in mind. The diverging purposes of each unique task and community leads public historians to constantly consider new questions and sources. Therefore, students in American Public History will also learn about the challenges and rewards of working collaboratively within communities of professionals and non-professionals in order to challenge past interpretations and provide avenues for new research and voices in the historical landscape.

### **Course Text**

We will be reading various articles throughout the semester. These will all be provided through links in Canvas.

### **Course Requirements**

#### **Weekly Discussion Posts**

At the beginning of the semester, students will be divided into individual groups. Throughout the semester, groups will interact with each other via discussion boards found on their group Canvas site.

Each week, each student will be responsible for constructing a 300-word discussion post using the assigned readings/video(s) to answer the discussion questions found on the discussion board. Students should address ***BOTH*** the arguments discussed by the authors of the assigned readings/video(s) as well as

portions that are simply interesting or surprising. You will *not* be able to see other's posts before you submit your first post in each discussion.

By the end of each week (Sunday, 11:59pm EST), each student should have completed their initial post as well as submitted two replies to their groupmates. These replies should be at least 150 words and should contain genuine engagement with the initial post.

### **Public History Reports**

- 1. Difficult or Controversial Topics:** Do public historians have a responsibility to address difficult subjects? Why? Who decides on the point of view? How is the public involved? What sensitivities are required? What strategies do public historians use to present complicated issues? **Due February 14**
- 2. Website Review:** Critique a historic site or history program website. What did its purpose seem to be? What history was presented and how? What assumptions were made about the audience? Was there anything omitted that is important to understanding historical significance? How well does the presentation engage you? Did the presentation evoke an emotional response? Why does this matter? What would you have done differently if you had been the creator of the website? **Due March 14**
- 3. Monument Report:** Students will sign up to research a monument in Chattanooga (or in their hometown if currently not living on or near campus) using tools from the library and the internet, as well as on-site observation and interviews, in order to answer questions such as, who erected it? Why? What does it mean to people in the area today? **Due April 4**
- 4. Reflection on Conversation with Guest Speaker:** Write a two-page reflection on the class discussion with one of the three guest speakers who visited our class this semester. **Due Sunday after Speaker visits class**

### **Final Project**

We will be partnering with a local organization, RISE, to complete a final project that encompasses various attributes of Public History. More information will be provided in Week 2.

### **Assignment Submissions**

**Note: ALL WRITTEN ASSIGNMENTS SHOULD BE TYPED AND ADHERE TO THE FOLLOWING GUIDELINES**

- 600-900 words
- Cambria or Times New Roman, size 12 Font
- 1" margins all the way around
- Name, Date, and Class single-spaced in the header (not body)
- Double-spaced (with excess space removed between paragraphs)
- Citation style should be in Chicago/Turabian Style

### **Late Assignments**

Assignments are due at (or before) the time/day specified. One full letter grade (10 points) per day (including weekends) will be deducted from all late work. This means that if your work would originally have earned an 88, but you turn it in two days late, it will now receive a 68. Assignments that are more than **five** days late will not be accepted.

### **Course Expectations**

#### **Email**

I will be emailing you regularly via your UTC email account. Please make sure you can access this account and that you check it regularly (i.e. a few times a week).

#### **Plagiarism Policy**

**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.

#### **Student Conduct Policy**

UTC's Academic Integrity Policy is stated in the [Student Handbook](#). If you do happen to arrive late for class, please enter the class quietly and take a seat in the back of the room. If the class has already started, do not walk in front of me to take a seat. I reserve the right to deny admission to students who habitually arrive late. It is not acceptable to disrupt class by beginning to pack your books and so forth early before class has finished. If you have to leave early for any special reason, please be considerate and inform me before class begins. In-class behavior such as texting, wearing headphones, and carrying on private conversations with neighboring students, or anything else that I deem disruptive to the learning environment will not be tolerated. All cell phones must be silenced and stowed away in pockets or closed book bags out of sight for the duration of class.

#### **Honor Code Pledge**

By accepting admission to UTC, you agree to abide by the Honor Code below:

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.

### **Grades**

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Students will be evaluated through papers and discussion/class participation.

Weekly Discussion Posts	140pts
Public History Reports	400pts
Website Review	
Monument Report	
Difficult or Controversial Topics	
Reflection on Conversation with Guest Speaker	
<u>Final Project</u>	<u>200pts</u>
Total	740 pts

A: 670-740    B: 589-669    C: 515-588    D: 441-514    F: 0-440

### **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.

### **Reasonable Accommodation/Support Services**

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 go by the office, 102 Frist Hall.

**Schedule**

**\*\*Note: Professor reserves the right to change the schedule when necessary\*\***

Topic	Readings and Assignments
<b>Week 1: January 20-January 24</b>	
<p>Introductions to Public History and to each other</p>	<p>Read:</p> <ul style="list-style-type: none"> <li>• <a href="#">National Council on Public History "What is Public History?"</a> (also take a look around the NCPH website)</li> <li>• <a href="#">Robert Weible, "Defining Public History: Is it Possible? Is it Necessary?," <i>Perspectives on History</i>, March 1, 2008.</a></li> <li>• Jill Liddington, "What is Public History? Publics and Their Pasts, Meanings and Practices," <i>Oral History</i> 30, no. 1 (Spring 2002): 83-93.</li> <li>• Edward T. Linenthal, "Problems and Promise in Public History," <i>The Public Historian</i> 19, no. 2 (Spring 1997): 45-47.</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Canvas Discussion</li> <li>• Be prepared to discuss these readings during our Zoom meeting on Monday, January 25</li> </ul>
<b>Week 2: January 25-January 31</b>	
<p>American Memory, American Narratives</p>	<p><b>Zoom class meeting this week.</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Mike Wallace, "Battlefields of Memory," and "Visiting the Past: History Museums in the United States" in <i>Mickey Mouse History and Other Essays on American Memory</i> (Philadelphia: Temple University Press, 1996), vii-32.</li> <li>• David Blight, "If you Don't Tell It Like It Was, It Can Never Be as It Ought to Be," in <i>Slavery and Public History: The Tough Stuff of American Memory</i>, edited by James Oliver Horton and Lois E. Horton (New York: The New Press, 2006), 19-33.</li> <li>• John Bodnar, "Prologue: The Vietnam Veterans Memorial," and "The Memory Debate: An Introduction" in <i>Remaking America: Public Memory, Commemoration, and Patriotism in the Twentieth Century</i> (Princeton: Princeton University Press, 1992), 3-20.</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Canvas Discussion</li> </ul>
<b>Week 3: February 1-February 7</b>	
<p>Collecting History</p>	<p>Read/Watch:</p> <ul style="list-style-type: none"> <li>• Cherstin M. Lyon, Elizabeth M. Nix, and Rebecca K. Shrum, "Collecting History," in <i>Introduction to Public History: Interpreting</i></li> </ul>

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	<p><i>the Past, Engaging Audiences</i> (Lanham, Maryland: Rowman &amp; Littlefield, 2017), 57-75.</p> <ul style="list-style-type: none"> <li>• <a href="#">How does the Smithsonian collect artifacts?</a></li> <li>• <a href="#">"Save our African American Treasures" event video</a> (19 min)</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Canvas Discussion</li> </ul>
<p>Week 4: February 8-February 14</p>	
<p>Archives</p>	<p>Read:</p> <ul style="list-style-type: none"> <li>• <a href="#">Ashley Farmer "Archiving While Black," <i>Chronicle of Higher Education</i>, 22 July 2018</a></li> <li>• Randall C. Jimerson "Embracing the Power of Archives," August 18, 2005</li> <li>• Mario H. Ramirez, "Being Assumed Not to Be: A Critique of Whiteness as an Archival Imperative," <i>American Archivist</i> 78, no. 2 (Fall/Winter 2015): 339-356.</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Canvas Discussion</li> <li>• Difficult or Controversial Topics Paper Due</li> <li>• Come up with 2-3 questions for our guest speaker, Woodson Carpenter, for our Zoom Discussion on Monday, February 15.</li> </ul>
<p>Week 5: February 15-February 21</p>	
<p>Civic Engagement (Zoom Visit from Woodson Carpenter of RISE)</p>	<p><b>Zoom class meeting this week.</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Thomas Cauvin, "Civic Engagement and Social Justice: Historians as Activists" in <i>Public History: A Textbook of Practice</i> (New York: Routledge, 2016), 230-249.</li> <li>• Cherstin M. Lyon, Elizabeth M. Nix, and Rebecca K. Shrum, "Engaging Audiences," in <i>Introduction to Public History: Interpreting the Past, Engaging Audiences</i> (Lanham, Maryland: Rowman &amp; Littlefield, 2017), 113-133.</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Canvas Discussion</li> <li>• Reflection on Speaker Visit due if this visit is student's choice</li> </ul>
<p>Week 6: February 22-February 28</p>	
<p>Material Culture</p>	<p><b>RISE Walking Tour this week</b></p> <p>Read:</p>

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	<ul style="list-style-type: none"> <li>• Sherry Turkle, “Evocative Objects: The Things that Matter,” in <i>The Public History Reader</i> edited by Hilda Kean and Paul Martin (New York: Routledge, 2013), 157-172.</li> <li>• Rebecca K. Shrum, “Selling Mr. Coffee: Design, Gender, and the Branding of a Kitchen Appliance,” <i>Winterthur Portfolio</i> 46, no. 4 (Winter 2012): 271-298.</li> <li>• Louis P. Nelson, “Architectures of Black Identity: Buildings, Slavery, and Freedom in the Caribbean and the American South,” <i>Winterthur Portfolio</i> 45, no. 2/3 (Summer/Autumn 2011): 177-194.</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Canvas Discussion</li> <li>• Come up with two-three questions for our guest speaker, Kasey Mosley, for our Zoom discussion on Monday, March 1</li> </ul>
<p>Week 7: March 1-March 7</p>	
<p>Public Consumption of History (Zoom Visit from Kasey Mosely with the Mississippi Arts + Entertainment Experience)</p>	<p><b>Zoom class meeting this week.</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Lyra D. Monteiro, “Race-Conscious Casting and the Erasure of the Black Pas in Lin-Manuel Miranda’s <i>Hamilton</i>,” <i>The Public Historian</i> 38, no. 1 (February 2016), 89-98.</li> <li>• Thomas Cauvin, “Immersive Environments or Making the Past Alive,” in <i>Public History: A Textbook of Practice</i> (New York: Routledge, 2016), 188-204.</li> <li>• <a href="#">Alena Pirok, “Spirit of the Season,” <i>History@Work</i> October 24, 2016</a></li> <li>• Listen to any episode of NPR’s <i>Backstory with the American History Guys</i>.</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Canvas Discussion</li> <li>• Reflection on Speaker Visit due if this visit is student’s choice</li> </ul>
<p>Week 8: March 8- March 14</p>	
<p>Digital History</p>	<p>Read:</p> <ul style="list-style-type: none"> <li>• Andrew Hurley, “Chasing the Frontiers of Digital Technology: Public History Meets the Digital Divide,” <i>The Public Historian</i> 38, no. 1 (February 2016): 69-88.</li> <li>• <a href="#">Daniel Cohen and Roy Rosenzweig, <i>Digital History: A Guide</i></a> (read all sections)</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Canvas Discussion</li> <li>• Website Review Due</li> </ul>

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Week 9: March 15-March 21	
Oral History	<p>Read:</p> <ul style="list-style-type: none"> <li>• Kathleen McLean, "Whose Questions, Whose Conversations?," in <i>Letting Go?: Sharing Historical Authority in a User-Generated World</i>, edited by Bill Adair, et al, (The Pew Center for Arts &amp; Humanities, 2011), 70-79.</li> <li>• Valerie Yow, "'Do I Like Them Too Much?' Effects of the Oral History Interviewer and Vice-Versa," <i>Oral History Review</i> 24, no. 1 (1997): 55-79.</li> <li>• Linda Shopes, "Oral History and the Study of Communities: Problems, Paradoxes, and Possibilities," <i>Journal of American History</i> 89, no. 2 (2002): 588-598</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Canvas Discussion</li> </ul>
Week 10: March 22-March 28	
Heritage Tourism	<p>Read:</p> <ul style="list-style-type: none"> <li>• Wilton Corkern, "Heritage Tourism: Where Public and History Don't Always Meet," <i>American Studies International</i> 42, no. 2/3 (June-October 2004): 7-16</li> <li>• Eric Gable and Richard Handler, "Public History, Private Memory: Notes from the Ethnography of Colonial Williamsburg, Virginia, U.S.A." in <i>Defining Memory: Local Museums and the Construction of History in America's Changing Communities</i> edited by Amy K. Levin (Lanham, Maryland: Rowman &amp; Littlefield, 2007), 47-62.</li> <li>• Marie Tyler-McGraw, "Southern Comfort Levels: Race, Heritage Tourism, and the Civil War in Richmond," in <i>Slavery and History: The Tough Stuff of American Memory</i>, edited by James Oliver Horton and Lois Horton (New York: The New Press, 2006), 151-168.</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Canvas Discussion</li> </ul>
Week 11: March 29-April 4	
Historical Monuments	<p>Read:</p> <ul style="list-style-type: none"> <li>• John R. Neff, "Introduction," in <i>Honoring the Civil War Dead: Commemoration and the Problem of Reconciliation</i> (Lawrence, Kansas: University Press of Kansas, 2005), 1-15.</li> <li>• Alex Vernon, "Homage to Charlottesville: A Familiar Essay," in <i>Monument Culture: International Perspective on the Future of Monuments in a Changing World</i> edited by Laura Macaluso (Lanham, Maryland: Rowman &amp; Littlefield, 2019), 1-12.</li> </ul>

	<ul style="list-style-type: none"> <li>• Chiara Grilli, "A Cubist Portrait of Christopher Columbus: Studying Monuments as Transcultural Works," in <i>Monument Culture: International Perspective on the Future of Monuments in a Changing World</i> edited by Laura Macaluso (Lanham, Maryland: Rowman &amp; Littlefield, 2019), 141-152.</li> <li>• <a href="https://www.washingtonpost.com/news/posteverything/wp/2017/08/15/im-black-robert-e-lee-is-my-ancestor-his-statues-cant-come-down-soon-enough/?noredirect=on">https://www.washingtonpost.com/news/posteverything/wp/2017/08/15/im-black-robert-e-lee-is-my-ancestor-his-statues-cant-come-down-soon-enough/?noredirect=on</a></li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Canvas Discussion</li> <li>• Monument Report Due</li> <li>• Come up with two-three questions for our guest speakers, Anne G'Fellers-Mason and Joe Spiker, for our Zoom discussion on Monday, April 5.</li> </ul>
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**Week 12: April 5-April 11**

<p>Historic Preservation (Zoom Visit from Anne G'Fellers-Mason and Joe Spiker with the Heritage Alliance and Chester Inn Museum)</p>	<p><b>Zoom class meeting this week.</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Thomas Cauvin, "Historic Preservation," in <i>Public History: A Textbook of Practice</i> (New York: Routledge, 2016), 55-88.</li> <li>• <a href="#">Darlene Taylor, "I, Too, Sing America: Integrating the Voice of All Americans in Historic Preservation," <i>History@Work</i>, 01 January 2016</a></li> <li>• Mike Wallace, "Preserving the Past: A History of Historic Preservation in the United States" and "Preservation Revisited," in <i>Mickey Mouse History and Other Essays on American Memory</i> (Philadelphia: Temple University Press, 1996), 177-246.</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Canvas Discussion</li> <li>• Reflection on Speaker Visit due if this visit is student's choice</li> </ul>
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**Week 13: April 12-April 18**

<p>Slavery in American Public History</p>	<p>Read:</p> <ul style="list-style-type: none"> <li>• Kirk Savage, "Slavery's Memorial," in <i>Standing Soldiers, Kneeling Slaves: Race, War and Monument in Nineteenth-Century America</i></li> <li>• John Michael Vlach, "The Last Great Taboo Subject: Exhibiting Slavery at the Library of Congress," in <i>Slavery and Public History: The Tough Stuff of American Memory</i>, edited by James Oliver Horton and Lois E. Horton (New York: The New Press, 2006), 57-74.</li> <li>• Colonial Williamsburg Slave Interpreter talking with visitors  <a href="https://www.youtube.com/watch?v=LaaXqI2r98s">https://www.youtube.com/watch?v=LaaXqI2r98s</a>  <a href="https://www.youtube.com/watch?v=aiRBmQFf8_o">https://www.youtube.com/watch?v=aiRBmQFf8_o</a></li> </ul>
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	<ul style="list-style-type: none"> <li>• Mt. Vernon's Slave Quarters, Tour with Curator and Archaeologist, C-Span, 28 min. <a href="http://www.c-span.org/video/?301057-1/mount-vernons-slave-quarters">http://www.c-span.org/video/?301057-1/mount-vernons-slave-quarters</a></li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Canvas Discussion</li> </ul>
<p>Week 14: April 19-April 25</p>	
<p>Who Owns History? Shared Authority</p>	<p>Read:</p> <ul style="list-style-type: none"> <li>• Nina Simon, "Participatory Design and the Future of Museums," in <i>Letting Go?: Sharing Historical Authority in a User-Generated World</i>, edited by Bill Adair, et al, (The Pew Center for Arts &amp; Humanities, 2011), 18-33.</li> <li>• Thomas Cauvin, "Shared Authority: Purposes, Challenges, and Limits" in <i>Public History: A Textbook of Practice</i> (New York: Routledge, 2016), 216-229</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Canvas Discussion</li> <li>• Final preparations of Final Project</li> </ul>
<p>Week 15: April 26</p>	
<p>Final Project</p>	<p>Assignment:</p> <ul style="list-style-type: none"> <li>• Final project presentation</li> </ul>

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**The Historian's Craft (Capstone in History)**

**Spring 2021**

**History, 4020, Section 1, CRN 23794, conventional methodology, 3 credit hours**

**Instructor:** Dr. Carey McCormack

**Email and Phone Number:** [carey-mccormack@utc.edu](mailto:carey-mccormack@utc.edu) (423)525-4561

**Office Hours and Location:** 12:30pm – 2:30pm Tue, Thu, Brock 303, or by appointment virtually through Zoom

**Course Meeting Days, Times, and Location:** Tue, Thu, 10:50am – 12:05pm, Brock 405

**Course Catalog Description:** A seminar primarily intended for advanced majors in history or a related field. Focusing on Global Environmental history, this course will help students master topics such as historiographical debate, analysis of historical evidence, and current historical methodologies. Specifically, this course will track the global environmental changes brought on by imperialism and the Industrial Revolution from the late 18<sup>th</sup> century and how these changes led to global inequalities between the Global North and the Global South. By the end of this course, students will be able to answer the research question: who gets to change the environment and for what purpose.

**Course Pre/Co Requisites:** Completion of Hist 2100 and 18 credit hours in History or department head approval.

**Course Student Learning Outcomes:** Throughout the semester, students will pursue mastery of the History Department's five learning outcomes: (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; and (5) understanding and using the formal styles of writing, narrative construction, and argument specific to the discipline of History. Thematically, students will learn how to utilize interdisciplinary sources to write environmental history. Students will conduct research using international archives and create original research exploring topics that answer the over all question: who gets to change the environment and for what purpose.

**Required Course Materials:** McNeill, J. R. *Something New Under the Sun: An Environmental History of the Twentieth-Century World*. New York: W. W. Norton & Company, 2000.

**Additional Readings:** Additional readings will be available online through the UTC library and posted on Canvas, as indicated in the course calendar (below). **Online Writing and Research References:** The Purdue University OWL <http://owl.english.purdue.edu> Patrick Rael, "Reading,

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Writing, and Researching for History: An Online 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>

**Technology Requirements for Course:** Access to personal computer for word processing, email, UTC Learn and Zoom. Cell phones cannot be used for class activities. The IT department can provide technology resources for those in need of it. See the contact information below.

**Technology Skills Required for Course:** Basic acquaintance with Word or other word-processing program, email, Adobe Acrobat, Zotero (or any other citation generator), Zoom, Kaltura, and Canvas.

**Technology Support:** If you have problems with your UTC email account or with Canvas, contact IT Solutions Center at 423-425-4000 or email [itsolutions@utc.edu](mailto:itsolutions@utc.edu).

**Course Assessments and Requirements:** Your grade in this class will be based on a 1000 point scale with these assignments:

Individual Meeting	50	Participation	150
Research Proposal	100	Primary Source Evaluation	100
Outline	100	Research Paper	300
Historiography Essay	200		

**Course Grading:**

Letter Grade	Total Points Earned	Percentage
A (excellent)	900 – 1000	90 – 100%
B (good)	800 – 889	80 – 89%
C (adequate)	700 – 799	70 – 79%
D (inadequate)	600 – 699	60 - 69%
F (failing)	0 – 599	0 – 59%

**Course Grading Policy:** Assignments will be graded according to the scale above. The point system is based on prompts provided on Canvas in the weekly module it is due.

**Instructor Grading and Feedback Response Time:** Written assignments will be graded within a week of submission, excluding late assignments.

**Course and Institutional Policies**

**Late/Missing Work Policy:** Late assignments will be accepted with a letter grade penalty for each 24 hours (1 day) the assignment is late for up to 5 days. No make-up opportunities for in class assignments and participation.

**Student Conduct Policy:** UTC’s Academic Integrity Policy is stated in the [Student Handbook](#).

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**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.

**Course Attendance Policy:** This course is designed to be a hands-on experience, and regular attendance is both essential to success in the class and a part of your final grade. Attendance will be taken each class. Each student is allowed up to three absences without penalty. After the 3 absences have been used, each additional absence shall result in a deduction of 1 point from the attendance and participation component of your grade.

**Course Participation/Contribution:** Class participation will be assessed according to preparedness and contributions to group and in-class discussion. Students must complete the reading assignments before class and be prepared to discuss the readings in depth. Please be respectful of class times and use technology only for class related activities. Cell phones are not permitted in this class and students will lose participation points if excessive or improper use of technology becomes an issue. In order to participate fully, students must put their ear buds away and not use them during class.

**Course Learning Evaluation:** Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and you are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

### Course Calendar/Schedule:

#### **Week 1: Introduction – Defining the Anthropocene**

Jan. 19 Tuesday - Introductions and definitions

Jan. 21 Thursday - J.R. McNeill and Erin Stuart Mauldin. “Global Environmental History: An Introduction,” in *A Companion to Global Environmental History*. Somerset: John Wiley & Sons, Incorporated, 2012. McNeill, *Something New Under the Sun*, chapter 1.

#### **Week 2: The Columbian Exchange and Ecological Imperialism**

Jan. 26 Tuesday – Crosby, Alfred. *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*. Second edition. Cambridge: Cambridge University Press, 2004, chapter 1, prologue (Canvas). Read article “How to Read a Secondary Source,”

<https://courses.bowdoin.edu/writing-guides/reading/how-to-read-a-secondary-source/> (Canvas).

Jan. 28 Thursday – Richards, John. *The Unending Frontier: An Environmental History of the Early Modern World*. Berkeley: University of California Press, 2003, chapter 9 (Canvas).

Workshop Day: Research Proposal and final research paper topics

#### **Week 3: The World Hunt**

Feb. 2 Tuesday - Richards, John. *The Unending Frontier: An Environmental History of*

*the Early Modern World*. Berkeley: University of California Press, 2003, chapter 14 (Canvas).  
Read article “How to ask good questions” at <https://courses.bowdoin.edu/writing-guides/historical-arguments/how-to-ask-good-questions/> and “What Makes a Good Question,” <https://courses.bowdoin.edu/writing-guides/historical-arguments/what-makes-a-question-good/>.

Workshop Day: writing historical questions.

Feb. 4 Thursday - McNeill, *Something New Under the Sun*, chapter 8.

**\*Research proposal due by 11:59pm\***

#### **Week 4: Bioprospecting and Natural History Collecting**

Feb. 9 Tuesday – Crawford, Matthew James. *The Andean Wonder Drug: Cinchona Bark and Imperial Science in the Spanish Atlantic, 1630-1800*. Pittsburgh: University of Pittsburgh Press, 2016, chapter 4. (Canvas)

Feb. 11 Thursday – Read “How to Read a Primary Source,” <https://courses.bowdoin.edu/writing-guides/reading/how-to-read-a-primary-source/> (Canvas).  
Choose an article from *Companion to the Botanical Magazine* edited by William Jackson Hooker, 1835 (link on Canvas). Workshop Day: finding primary sources (Library workshop)

#### **Week 5: Agricultural and Industrial Revolutions**

Feb. 16 Tuesday – Stearns, Peter. *The Industrial Revolution in World History*. Boulder: Westview Press, 2013, chapter (Canvas).

Feb. 18 Thursday – McNeill, *Something New Under the Sun*. chapter 10. Workshop: peer review primary source evaluation. Unconventional primary sources.

#### **Week 6: Forestry – Management vs Preservation**

Feb. 23 Tuesday – Bennett, Brett. “The Origins of Timber Plantations in India,” *The Agricultural History Review* Vol. 62, no. 1 (2014): 98-118 (Canvas).

Feb. 25 Thursday – Strettell, George. *The Ficus Elastica in Burma Proper*. Rangoon: The Government Press, 1876 (Canvas). **\*Primary Source Evaluation due by 11:59pm**

#### **Week 7: Research and Indigenous People**

Mar. 2 Tuesday – Smith, Linda Tuhiwai. *Decolonizing Methodologies: Research and Indigenous People*. Second edition.

Mar. 4 Thursday – Holmes, Katie and Heather Goodall, eds. *Telling Environmental Histories: Intersections of Memory, Narrative and Environment*. London: Palgrave Macmillan, 2017. Students will choose one essay from the collection. (Canvas) Workshop: Historiography

**\*Individual Meetings must be completed by March 4**

#### **Week 8: Imperial Hygiene: Disease, Race, and Class**

Mar. 9 Tuesday – Beattie, James. *Empire and Environmental Anxiety: Health, Science, Art and Conservation in South Asia and Australasia, 1800-1920*. London: Palgrave Macmillan,

2011, chapter 2 (Canvas).

Mar. 11 Thursday – McNeill, *Something New Under the Sun*, chapter 7. (Canvas).

Workshop: Thesis Statements.

### **Week 9: Natural Disasters - Dust Bowl and Famines**

Mar. 16 Tuesday – Penna, Anthony and Jennifer Rivers. *Natural Disasters in a Global Environment*. Somerset: Wiley, 2013, chapter 9 (Canvas).

Mar. 18 – Davis, Mike. *Late Victorian Holocaust: El Niño Famines and the Making of the Third World*. London: Verso, 2002, chapter 4 (Canvas). Read all sections of “Writing Your Paper” <https://courses.bowdoin.edu/writing-guides/writing-your-paper/> Thursday Workshop: Writing for historians.

### **Week 10: Controlling Rivers: Irrigation, Dams, and Human Rights**

Mar. 23 Tuesday – McNeill, *Something New Under the Sun*, chapter 5.

Mar. 25 Thursday – McNeill, *Something New Under the Sun*, chapter 6. Library scavenger hunt (no regular class). **\*Historiography paper due by 11:59pm**

### **Week 11: Green Revolution**

Mar. 30 Tuesday – Harwood, Jonathan. “Peasant Friendly Plant Breeding and the Early Years of the Green Revolution in Mexico.” *Agricultural History* 83, no. 3 (2009): 384 – 410 (Canvas).

Apr. 1 Thursday – Hardin, Garrett. “The Tragedy of the Commons.” *The Social Contract* Fall 2011: 26-35 (Canvas). Workshop: Plagiarism.

### **Week 12: Environmentalism and Conservation Movements**

Apr. 6 Tuesday – Griffin, Carl, Roy Jones, and Iain Robertson, eds. *Moral Ecologies: Histories of Conservation, Dispossession and Resistance*. London: Palgrave Macmillan, 2019, choose one essay from the collection (Canvas).

Apr. 8 Thursday – McNeill, *Something New Under the Sun*, chapter 11. **\*Outline due by 11:59pm**

### **Week 13: Contemporary Issues – Migrations, Water Wars, and Economic Inequality**

Apr. 13 Tuesday – Allen, Adriana, Liza Griffin, and Cassidy Johnson, eds. *Environmental Justice and Urban Resilience in the Global South*. New York: Palgrave Macmillan, 2017, choose one essay from the collection (Canvas).

Apr. 15 Thursday – McNeill, *Something New Under the Sun*, chapter 12.

### **Week 14: Writing and Editing**

Apr. 20 Tuesday – Read all sections of “Editing and Evaluation”

The University of Tennessee at Chattanooga

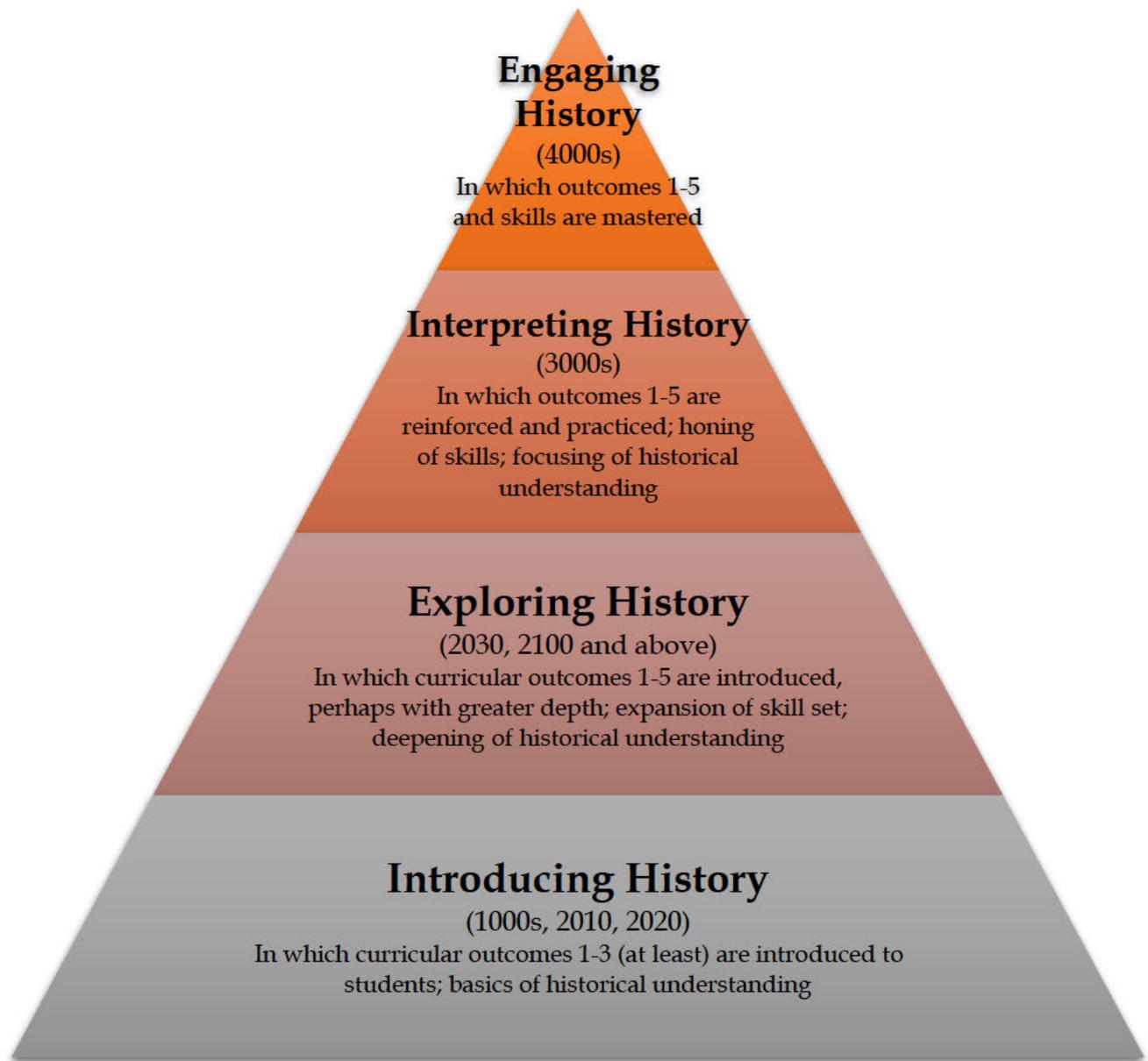
<https://courses.bowdoin.edu/writing-guides/editing-and-evaluation/>. Workshop: Editing and Evaluating. Peer review workshop.

Apr. 22 Thursday – Research colloquium.

**Week 15: Final Exam week**

**Research paper due by 11:59pm April 30**

## **Appendix B: Curriculum Pyramid and Student Learning Outcomes**



#### **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.

## **Appendix C: Assessment Data**

## Assessment 2016-2017

- Outcome #3
  - HIST 3420 (Gender, Sex, and Society; a General Education course that reintroduces and reinforces discipline-specific research, critical thinking, and writing skills and explores diverse historical themes)
    - Student #1: 3.5, 3, 3 = 9.5/12 = Excellent
    - Student #2: 2.5, 3, 2.5 = 8/12 = Proficient
    - Student #3: 4, 4, 4 = 12/12 = Excellent
    - Student #4: 2.5, 2.5, 2.5 = 7.5/12 = Proficient
    - Student #5: 3.5, 3.5, 4 = 11/12 = Excellent
    - *Evaluation:* Students in this course demonstrated overall excellence and met this outcome.
  - HIST 4020 (The Historian's Craft: Capstone in History; the department's capstone seminar that explores diverse historical themes and asks students to master discipline-specific research, critical thinking, and writing skills)
    - Student #1: 3, 4, 3 = 10/12 = Excellent
    - Student #2: 3, 4, 4 = 11/12 = Excellent
    - Student #3: 2, 3, 3 = 7/12 = Proficient
    - Student #4: 2, 2, 3 = 7/12 = Proficient
    - Student #5: 3, 3, 3 = 9/12 = Proficient
    - *Evaluation:* Students in this course demonstrated overall proficiency and met this outcome.
  - Evaluation: Out of 10 assessed students in core courses HIST 4020 and HIST 3420, course samples and evaluation showed that five students performed "excellent skills," and five students performed "proficient skills." For outcome #3, students in these courses demonstrated overall proficiency and met this learning outcome. The student assessment scores ranged between 7 and 12. Compared to the assessment results in previous years, the scores of students' performances showed that HIST 3000-level and HIST 4000-level course scores increased.
- Outcome #5
  - HIST 1120 (World History from 1400 to the Present; an introductory General Education course that surveys world history from 1400 to the present)
    - Student #1: 3, 3, 2 = 8/12 = Proficient
    - Student #2: 2, 3, 2 = 7/12 = Proficient
    - Student #3: 2, 4, 3 = 9/12 = Proficient
    - Student #4: 2, 3, 3 = 8/12 = Proficient
    - Student #5: 2, 2, 1 = 4/12 = Developing
    - *Evaluation:* Students in this course demonstrated overall proficiency and met the learning outcome.
  - HIST 2020 (United States since 1865; an introductory General Education course that surveys U.S. history since 1865; students gain a general overview of historical chronology, key themes of historical inquiry in American history, and elementary methods of analysis and interpretation)
    - Student #1: 4, 4, 3.5 = 11.5/12 = Excellent
    - Student #2: 3.5, 3.5, 3 = 11/12 = Excellent

- Student #3: 2, 1.5, 1.5 = 5/12 = Developing
- Student #4: 2.5, 2.5, 2 = 7/12 = Proficient
- Student #5: 2, 2, 1 = 5/12 = Developing
- *Evaluation:* Students in this course demonstrated overall proficiency and met this learning outcome.
- HIST 2100 (Research and Writing in History; an introductory methods course, introduces discipline-specific research, critical thinking, and writing skills and explores diverse historical themes)
  - Student #1: 2.5, 3, 3 = 8.5/12 = Proficient
  - Student #2: 2, 2, 2 = 6/12 = Developing
  - Student #3: 2.5, 3, 2.5 = 8/12 = Proficient
  - Student #4: 2.5, 2.5, 2.5 = 7.5/12 = Proficient
  - *Evaluation:* Students in this course demonstrated overall proficiency and met the learning outcome.
- Evaluation: Out of 14 assessed students in core courses HIST 2020, HIST 1120, and HIST 2100, course samples and evaluation showed that three students performed “excellent skills,” four students performed “developing skills,” and seven students demonstrated proficient skills. The majority of students’ assessment scores ranged between 8 and 12. Compared to the assessment results in 2014-2015 and 2015-2016, evaluations of students’ performance increased in the evaluation scores for HIST 2000-level methods course learning outcomes.

Overall Recommendations for Improvement of Curriculum and Advisement for Majors: To further improve and maintain the proficiency skill-levels among majors and minors in the Department of History, current and new instructors at all levels align syllabi, assignments, and grading rubrics according to the new curriculum map approved in 2015. As part of the revised curriculum in 2014, core courses HIST 1010, HIST 1020, and HIST 1030 have been replaced with HIST 1110 World History from Origins to 1400 and HIST 1120 World History from 1400-Present. Through the annual assessment process, syllabi and assignments are reviewed to meet standardized expectations, ensure consistency across sections, and achieve student learning outcomes while allowing for individual instructors’ diverse and dynamic approaches in the classroom and selection of course materials. Full-time faculty share deliberate advisement strategies, materials, and content to ensure student progress and awareness of any important curriculum changes to the ClearPath. Instructors offer practical workshops with the assistance of UTC library staff to develop the research and writing skills of majors and minors. The department addresses learning outcomes through the curriculum map and assessment processes to better ensure all course instructors and materials follow consistent and standard guidelines. Library staff has responded to these changes by adjusting their instructional methods in History courses to align with the department’s curriculum map to avoid repetition and ensure standardized practices in the classroom.

### Assessment 2017-2018

- Outcome #3

- HIST 4020 (The Historian’s Craft: Capstone in History; the department’s capstone seminar, explores diverse historical themes and asks students to master discipline-specific research, critical thinking, and writing skills)
  - Student #1: 3, 3, 3 = 9/12 = Proficient
  - Student #2: 3.5, 4, 3.5 = 11/12 = Excellent
  - Student #3: 2.5, 2.5, 2.5 = 7.5/12 = Proficient
  - Student #4: 3, 3.5, 3.5 = 10/12 = Excellent
  - Student #5: 3, 3, 3 = 9/12 = Proficient
  - *Evaluation:* Students in this course demonstrated overall proficiency and met this learning outcome.
- Evaluation: Out of five students assessed in the core course HIST 4020, course samples and evaluation showed that two students performed “excellent skills,” and three students performed “proficient skills.” For outcome #2, students in the capstone course demonstrated overall proficiency and met this learning outcome. The student scores ranged between 7.5 and 11 (out of 12). Compared to the assessment results in previous years, students’ performance showed that HIST 4000-level course scores increased. For outcome #3, HIST 4020 (The Historian’s Craft), the department’s capstone course, was assessed for the second time. We saw an improvement in students’ performance in this course.
- Outcome #5
  - HIST 2020 (United States since 1865; an introductory General Education course that surveys U.S. history since 1865; students gain a general overview of historical chronology, key themes of historical inquiry in American history, and elementary methods of analysis and interpretation)
    - Student #1: 2, 2.5, 2 = 6.5/12 = Proficient
    - Student #2: 2, 1.5, 2 = 5.5/12 = Developing
    - Student #3: 1.5, 2, 1 = 4.5/12 = Developing
    - Student #4: 1.5, 1.5, 2 = 5/12 = Developing
    - Student #5: 1.5, 2.5, 2 = 6/12 = Developing
    - *Evaluation:* Students in this course demonstrated overall developing skills.
  - HIST 1120 (World History from 1400 to the Present; an introductory General Education course that surveys world history)
    - Student #1: 1.5, 2.5, 3 = 7/12 = Proficient
    - Student #2: 1.5, 4, 3 = 8.5/12 = Proficient
    - Student #3: 1.5, 2.5, 3 = 7/12 = Proficient
    - Student #4: 1.5, 3, 3 = 7.5/12 = Proficient
    - Student #5: 1.5, 3, 3 = 7.5/12 = Proficient
    - *Evaluation:* Students in this course demonstrated proficiency and met this learning outcome.
  - HIST 2100 (Research and Writing in History; an introductory methods course, familiarizes students with discipline-specific research, critical thinking, and writing skills and explores diverse historical themes)
    - Student #1: 3, 3, 3 = 9/12 = Proficient
    - Student #2: 2.5, 2.5, 2 = 7/12 = Proficient
    - Student #3: 2, 2, 2 = 6/12 = Developing
    - Student #4: 3, 3, 3.5 = 9.5/12 = Excellent

- Student #5: 3, 3.5, 3 = 9.5/12 = Excellent
- *Evaluation:* Students in this course demonstrated overall proficiency and met this learning outcome.
- Evaluation: Out of 15 students assessed in core courses HIST 1120, HIST 2020, and HIST 2100, course samples and evaluations showed that two students performed “excellent skills,” five students performed “developing skills” and eight students demonstrated proficient skills. Students’ scores ranged between 4.5 and 9.5 (out of 12). Compared to the assessment results in 2014-2015, 2015-2016, 2016-2017, students’ performance increased in the HIST 2100 methods course learning outcomes. For outcome #5, students’ performance improved significantly in the methods course (HIST 2100) during 2017-2018. We also saw an increase in the performance among students in the 1000-level General Education courses.

Overall Recommendations for Improvement of Curriculum and Advisement for Majors: To further improve and maintain the proficiency skill-levels among majors and minors in the Department of History, current and new instructors are asked to align syllabi, assignments, and grading rubrics according to the new curriculum approved in 2015. As part of the revised curriculum in 2014, core courses HIST 1010, HIST 1020, and HIST 1030 have been replaced with HIST 1110 (World History from Origins to 1400) and HIST1120 (World History from 1400-Present). Following the annual assessment process, the department will begin a formal process of reviewing syllabi and assignments to meet standardized expectations, ensure consistency across sections, and achieve student learning outcomes while allowing for individual instructors’ diverse and dynamic approaches in the classroom and selection of course materials. Tenured faculty regularly observe tenure-track faculty. Tenured and tenure-track faculty participate in the observations for lecturers and adjuncts. Full-time faculty share deliberate advisement strategies, materials, and content with non-tenure-line instructors to ensure student progress and awareness of any important curriculum changes and the ClearPath. History instructors offer practical workshops with the assistance of UTC library staff to develop and further research and writing skills of majors and minors. The department informs full-time faculty, lecturers, adjuncts, and library staff about learning outcomes through the curriculum map and assessment processes to ensure all course instructions follow consistent and standard guidelines. Library staff have adjusted their instructional methods for history to align with the department’s curriculum map to avoid repetition and ensure standardized practices in the classroom.

### Assessment 2018-2019

- Outcome #2
  - HIST 1110 (World History from Origins to 1400; an introductory General Education course that surveys world history to 1400)
    - Student #1: 2, 2, 2.5 = 6.5/12 = Developing
    - Student #2: 4, 4, 4 = 12/12 = Excellent
    - Student #3: 3, 3, 3.5 = 9.5/12 = Proficient
    - Student #4: 3.5, 3.5, 3.5 = 10.5/12 = Excellent
    - Student #5: 2, 2, 2 = 6/12 = Developing

- *Evaluation:* Students in this course demonstrated a range of skills and met this learning outcome.
  - HIST 2010 (United States to 1865; an introductory General Education course that surveys U.S. history to 1865; students gain a general overview of historical chronology, key themes of historical inquiry in American history, and elementary methods of analysis and interpretation)
    - Student #1: 2.5, 2, 2 = 6.5/12 = Developing
    - Student #2: 1, 2, 1.5 = 4.5/12 = Developing
    - Student #3: 1, 1, 1 = 3/12 = Unsatisfactory
    - Student #4: 2, 2, 2 = 6/12 = Developing
    - Student #5: 2.5, 3, 3 = 8.5/12 = Proficient
    - *Evaluation:* Students in this course demonstrated overall developing skills.
  - HIST 2100 (Research and Writing in History; an introductory methods course, familiarizes students with discipline-specific research, critical thinking, and writing skills and explores diverse historical themes)
    - Student #1: 3, 2, 1.5 = 6.5/12 = Developing
    - Student #2: 3, 2, 2 = 7/12 = Proficient
    - Student #3: 2, 3, 3 = 8/12 = Proficient
    - Student #4: 3, 2.5, 3 = 8.5/12 = Proficient
    - Student #5: 3, 3, 3 = 9/12 = Proficient
    - *Evaluation:* Students in this course demonstrated overall proficiency and met this learning outcome.
  - Evaluation: Out of 15 students assessed in core courses HIST 1110, HIST 2010, and HIST 2100, course samples and evaluation showed that two students demonstrated “excellent” skills, six students demonstrated “developing” skills, six students demonstrated “proficient” skills, and one student’s skills were “unsatisfactory.” Students’ scores ranged between 3 and 12 (out of 12). This first-year data constitutes a baseline for future comparatives and graph visualizations.
- Outcome #4
  - HIST 4020 (The Historian’s Craft: Capstone in History; the department’s capstone seminar, explores diverse historical themes and asks students to master discipline-specific research, critical thinking, and writing skills)
    - Student #1: 3.5, 4, 3.5 = 11/12 = Excellent
    - Student #2: 3, 2.5, 3 = 8.5/12 = Proficient
    - Student #3: 4, 4, 4 = 12/12 = Excellent
    - Student #4: 3, 2.5, 3 = 8.5/12 = Proficient
    - Student #5: 4, 4, 3.5 = 11.5/12 = Excellent
    - *Evaluation:* Students in this course demonstrated overall proficiency or excellence and met this learning outcome.
  - Evaluation: Out of five students assessed in the core course HIST 4020, course samples and evaluation showed that three students demonstrated “excellent” skills, and two students demonstrated “proficient” skills. The students’ scores ranged between 8.5 and 12 (out of 12). This first-year data constitutes a baseline for future comparatives and graph visualizations.

Overall Recommendations for Improvement of Curriculum and Advisement of Majors: At commencement of 2019-2020 assessment cycle, the department will establish more explicit criteria for determining student success. To further improve and maintain the proficiency skill-levels among majors and minors in the Department of History, current and new instructors are expected to align course materials such as syllabi, assignments, and grading rubrics with the department curriculum and student learning outcomes approved in 2015. During the 2019-2020 assessment cycle the department intends to review course materials from core and introductory courses (i.e., HIST 1110, HIST 1120, HIST 2010, HIST 2020, HIST 2100, and HIST 4020) to better ensure outcome alignment and general consistency across sections, while allowing for individual instructors' diverse and dynamic approaches in the classroom and selection of course materials. Tenured faculty regularly observe tenure-track faculty, and tenured and tenure-track faculty participate in the observations of lecturers and adjuncts. Tenured and tenure-track faculty share deliberate advisement strategies, materials, and content with non-tenure-track instructors to ensure student progress and awareness of any important curriculum changes and the department's ClearPath. History instructors also offer practical workshops with the assistance of UTC Library staff to develop and further the research, writing, and methodological skills of majors and minors. The department informs full-time faculty, adjuncts, and library staff about student learning outcomes through the curriculum map and assessment processes to ensure all course instructions follow consistent and standard guidelines. Library staff have adjusted their instructional methods for History courses to align with the department's curriculum map to avoid repetition and ensure more standardized practices in the classroom.

#### Assessment 2019-2020

- Outcome #2
  - HIST 1120 (World History from 1400 to the Present)
    - Student #1: 1, 1, 2 = 4/12 = Developing
    - Student #2: 3, 3.5, 3 = 9.5/12 = Proficient
    - Student #3: 1, 1, 1 = 3/12 = Unsatisfactory
    - Student #4: 2.5, 2.5, 2.5 = 7.5/12 = Proficient
    - Student #5: 1, 1, 1 = 3/12 = Unsatisfactory
  - HIST 2020 (United States since 1865)
    - Student #1: 3, 4, 4 = 11/12 = Excellent
    - Student #2: 2, 2.5, 2.5 = 7/12 = Proficient
    - Student #3: 3.5, 4, 4 = 11.5/12 = Excellent
    - Student #4: 3, 3.5, 3.5 = 10/12 = Excellent
    - Student #5: 3, 3, 3 = 9.5/12 = Proficient
  - Evaluation: Out of 10 students assessed in core courses HIST 1120 and HIST 2020, course samples and evaluation showed that three students demonstrated "excellent" skills, four students demonstrated "proficient" skills, one student demonstrated "developing" skills, and two students' skills were "unsatisfactory." Students' scores ranged between 3 and 11.5 (out of 12), and 7 of 10 students (70%) achieved success as presently defined.
- Outcome #4
  - HIST 2100 (Research and Writing in History)
    - Student #1: 2.5, 3, 3.5 = 9/12 = Proficient

- Student #2: 3.5, 3.5, 4 = 11/12 = Excellent
  - Student #3: 3.5, 3, 3 = 9.5/12 = Proficient
  - Student #4: 2.5, 2, 2.5 = 7/12 = Proficient
  - Student #5: 2.5, 2, 3 = 7.5/12 = Proficient
- HIST 4020 (The Historian’s Craft: Capstone in History)
  - Student #1: 3.5, 3.5, 4 = 12/12 = Excellent
  - Student #2: 4, 3, 4 = 11/12 = Excellent
  - Student #3: 4, 3, 4 = 11/12 = Excellent
  - Student #4: 3, 4, 3 = 10/12 = Excellent
  - Student #5: 4, 4, 4 = 12/12 = Excellent
- Evaluation: Out of 10 students assessed in core courses HIST 2100 and HIST 4020, course samples and evaluation showed that six students demonstrated “excellent” skills and four students demonstrated “proficient” skills. Students’ scores ranged between 7 and 12 (out of 12), and 10 of 10 students (100%) achieved success as presently defined.
- Outcome #1
  - HIST 1120 (World History from 1400 to the Present)
    - Student #1: 2, 2.5, 2.5 = 7/12 = Proficient
    - Student #2: 2, 2.5, 3 = 7.5/12 = Proficient
    - Student #3: 1, 1, 1 = 3/12 = Unsatisfactory
    - Student #4: 2.5, 2, 1 = 5.5/12 = Developing
    - Student #5: 1, 1, 1 = 3/12 = Unsatisfactory
  - HIST 2020 (United States since 1865)
    - Student #1: 3.5, 3.5, 4 = 11/12 = Excellent
    - Student #2: 3, 3, 3 = 9/12 = Proficient
    - Student #3: 4, 4, 4 = 12/12 = Excellent
    - Student #4: 3, 3, 3.5 = 9.5/12 = Proficient
    - Student #5: 3, 3, 3.5 = 9.5/12 = Proficient
  - Evaluation: Out of 10 students assessed in core courses HIST 1120 and HIST 2020, course samples and evaluation showed that two students demonstrated “excellent” skills, five students demonstrated “proficient” skills, one student demonstrated “developing” skills, and two students’ skills were “unsatisfactory.” Students’ scores ranged between 3 and 12 (out of 12), and 7 of 10 students (70%) achieved success as presently defined. This first-year data constitutes a baseline for future comparatives and graph visualizations.

Overall Recommendations for Improvement of Curriculum and Advisement of Majors: During the 2019-2020 assessment cycle, the History Department established a more explicit criteria for determining student success. Within the context of this annual assessment process, the department presently defines success as 50% or more of students achieving overall scores of proficient or excellent. To maintain and increase the percentage of students achieving skill-level proficiency and excellence in History’s core and introductory courses (i.e., HIST 1110, HIST 1120, HIST 2010, HIST 2020, HIST 2100, and HIST 4020), department instructors will continue to align course materials such as syllabi, assignments, and grading rubrics with the department curriculum and student learning outcomes approved in 2015. Department faculty also will continue to review course materials from the core and introductory courses listed above to better

ensure outcome alignment and general consistency across sections, while allowing for individual instructors' diverse and dynamic approaches in the classroom and selection of course materials. Despite the challenges of COVID-19, tenured faculty regularly observe tenure-track faculty, and tenured and tenure-track faculty participate in the observations of lecturers and adjuncts. Despite the transition of primary academic advisement to the College of Arts and Sciences' student success center, The Hub, tenured and tenure-track faculty continue to share advisement strategies, materials, and content with non-tenure-track instructors to ensure student progress and awareness of any important curriculum changes and the department's ClearPath. History instructors – especially those in HIST 2100, which now is designated as an Experiential Learning/Beyond the Classroom course – also partner with UTC Library faculty and staff to offer practical workshops designed to develop and further the research, writing, and methodological skills of majors, minors, and General Education students. Finally, the department informs full-time faculty, adjuncts, and Library faculty and staff about student learning outcomes through the curriculum map and assessment processes to ensure all course instructions follow consistent and standard guidelines. Library faculty and staff have adjusted their instructional methods for History courses to align with the department's curriculum map, and to avoid repetition and ensure more standardized practices in the classroom.

## **Appendix D: Clear Path for Advising**

[Please refer to the Undergraduate Catalog for further program requirements and course descriptions.](#)

<b>First Year – 30-33 Hours</b>			
<b>Fall Semester:</b>	<b>Hrs</b>	<b>Spring Semester:</b>	<b>Hrs</b>
HIST 1110: <i>World Hist Origins-1400</i> , 1120: <i>World Hist 1400-Present</i> , 2010: <i>US to 1865</i> , or 2020: <i>US since 1865</i> (FAH: Historical Understanding)	3	HIST 1110: <i>World Hist Origins-1400</i> , 1120: <i>World Hist 1400-Present (Non-Western Culture)</i> , 2010: <i>US to 1865</i> , or 2020: <i>US since 1865</i>	3
ENGL 1010 or 1011 (Rhetoric and Writing I)	3-4	HIST 2100: <i>Research and Writing in History</i> (Rhetoric and Writing II)	3
Mathematics (MATH 1010)	3	FAH: Literature	3
Behavioral and Social Science	3	Behavioral and Social Science	3
Foreign Language I	3-4	Foreign Language II	3-4
	15-17		15-16
<b>Second Year – 31 Hours</b>			
<b>Fall Semester:</b>	<b>Hrs</b>	<b>Spring Semester:</b>	<b>Hrs</b>
Approved US, European, or World HIST Elective (2000-Level)*	3	Approved US, European, or World HIST Elective (2000-Level)*	3
FAH: Thought, Values and Beliefs	3	FAH: Visual and Performing Arts	3
Natural Science with Lab	4	Natural Science without Lab	3
Statistics	3	Minor Course	3
Foreign Language III	3	Foreign Language IV	3
	16		15
<b>Third Year – 30 Hours</b>			
<b>Fall Semester:</b>	<b>Hrs</b>	<b>Spring Semester:</b>	<b>Hrs</b>
Approved US HIST Elective (3000-Level)	3	Approved US, European, or World HIST Elective (3000-Level)	3
Approved European HIST Elective (3000 Level)	3	Approved World HIST Elective (3000 Level)	3
Minor Course	3	Minor Course	3
Elective (or Non-Western Culture if needed)	3	Elective	3
Elective (3000-4000 Level)	3	Elective (3000-4000 Level)	3
	15		15
<b>Fourth Year – 26-29 Hours</b>			
<b>Fall Semester:</b>	<b>Hrs</b>	<b>Spring Semester:</b>	<b>Hrs</b>
Approved HIST Elective (4000 Level)	3	HIST 4020: <i>The Historian's Craft: Capstone in History</i>	3
HIST Elective (3000-4000 Level)	3	HIST Elective (3000-4000 Level)	3
Minor Course (3000-4000 Level)	3	Minor Course (3000-4000 Level)	3
Minor Course (3000-4000 Level)	3	Elective	3
Elective	2	Elective	0-3
	14		12-15

\*Must be from different categories.

<b>Completed:</b>			
<b>Graduation Requirements:</b>	<b>Hrs</b>	<b>Degree Requirements:</b>	<b>Hrs</b>
120 Total Hours		31-35 General Education Hours	
39 Upper Division (3000-4000) Hours		39 Program (Major) Hours	
30 Hours at UTC		18 Minor Hours	
60 Hours at 4-year Institution		14-20 Elective Hours	
		12-14 Foreign Language Hours	

## **Appendix E: Catalog**

## **Description**

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 history 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:

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 (3hours)
  - 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

Program Requirements:

39 hours in History, including (# indicates courses certified for General Education credit)

- [HIST 2100 - Research and Writing in History](#) #
- [HIST 4020 - The Historian's Craft: Capstone in History](#)

Any two of the following:

- [HIST 1110 - World History from 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 in the categories of United States, European, and World Histories (18 hours)

- Six hours must be 2000-level from different categories.
- Twelve hours must be 3000-level with at least one 3000-level course in each category.

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 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 3480r - Topics in Urban 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: Perpetrators, Victims, and Bystanders](#)
- [HIST 3300 - History of England, Part I: England to 1688/9](#)
- [HIST 3310 - History of England, Part II: England from 1688/9](#)
- [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 1800 #](#)
- [HIST 2620 - History of Africa, c. 1800-Present #](#)
- [HIST 2810 - East Asia from Antiquity to 1600 #](#)
- [HIST 2820 - Modern East Asia #](#)
- [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](#)

#### Special Topics:

The following special topics 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 (3 hours):

- [HIST 4150 - European Women's History to 1800](#)
- [HIST 4160 - Nationalism and Ethnic Identity in Europe](#)
- [HIST 4170 - Minorities in 20th Century Europe: Jews, Germans, and Roma](#)
- [HIST 4500r - Special Topics in Historical Study](#)
- [HIST 4850 - History of Modern Iran](#)
- [HIST 4920r - Internships in History](#)
- [HIST 4995r - Departmental Thesis](#)
- *2-semester departmental thesis sequence (see your advisor for more details)*

#### 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

#### Description of Courses

- HIST 1110 - World History from 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 Projects
- 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 2510 - History of Epidemics and Society  
A survey of the history of epidemics in world history, from the ancient world to the present. The course will explore the ways different epidemic diseases reflected social, political, and cultural aspects of human society; how different knowledge, values, and belief systems shaped human responses to epidemic disease; and how epidemic diseases reshaped human society. Topics may include the plague, smallpox, yellow fever, tuberculosis, malaria, cholera, HIV, Zika forest virus, Ebola, and COVID-19.
- HIST 2610 - History of Sub-Saharan Africa to 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 Africa, c. 1800-Present  
A survey of the history of 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 from Antiquity to 1600  
This course covers the history of East Asia from antiquity to 1600, with particular focus on China, Japan, and Korea. 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 - Modern East Asia  
This course examines the emergence of modern nations from the rich and diverse cultures of East Asia and their transformations since 1600, with particular focus on China, Japan, and Korea. The course analyzes linkages within Asia and with other regions. This course focuses on how modernity, imperialism, and nationalism shaped each area and the region.
- 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 rotating selection of special topics courses.
- HIST 2930r - Topics: Exploring European History  
A rotating selection of special topics courses.
- HIST 2940r - Topics: Exploring World Histories  
A rotating selection of special topics courses.
- HIST 2999R - Group Studies
- 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: Perpetrators, Victims, and Bystanders  
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, Part I: England to 1688/9  
Upper-level survey examines important political, economic, social, and cultural developments, including the rise of English national identity, the development of Parliament, the Protestant Reformation, the English Civil Wars, the Restoration of the Monarchy, and the Glorious Revolution.
- HIST 3310 - History of England, Part II: England from 1688/9  
Upper-level survey examines important political, economic, social, and cultural developments, including England's transition from a pre-modern to a modern society, the development of cabinet government, the rise and fall of the British Empire, the industrial revolution, and the question of Britain's relative decline since World War II.
- 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 3405 - American Public History  
An upper-level course on American public history.

- HIST 3420 - American Sexual Histories
 

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 3425 - Queer American History
 

While terms like gay, lesbian, bisexual, transgender, and intersex have relatively recent origins, the contemporary LGBTQ+ community has deep historical roots in America. Spanning from the seventeenth century to the present, this course explores the past experiences of individuals and groups who would be categorized today under the LGBTQ+ umbrella. It examines the long history of protest and political action that sexual minorities have undertaken in pursuit of civil rights and social justice, as well as the consistent legal and cultural backlash that has accompanied LGBTQ+ visibility. As we shift our focus from decade to decade, we will observe the ever-evolving ideas about what was “natural” and “normal” when it came to gender and sexual identity, and we will consider the many social forces shaping popular opinion on sexual matters (e.g., the press, lawmakers, scientists, religious figures, authors, filmmakers, etc.). Throughout the semester we will examine queer history within an intersectional framework; that is to say, we will contemplate the wide array of identities that constituted our subjects’ lived experiences, including race, ethnicity, nationality, class, gender, sex, sexual orientation, religion, and region. As we shall see, there has not been one uniform queer experience in the United States. Rather, there are countless factors that have shaped the lives of queer Americans throughout the centuries. This class will give students an opportunity to learn about some of these experiences, and to consider the methods that historians might use to uncover those queer histories that have yet to be told.
- 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 3480r - Topics in Urban History  
An upper-level course on U.S. urban history.
- HIST 3485 - The Civil War in American Memory  
An upper-level course on the Civil War in American memory.
- 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  
This course examines the emergence of China from about 1600 to the present. It explores the national history of China, as well as China’s place in East Asia and the world. Topics include High-Qing society and culture, revolution, internal and external migration, Euro-American-Japanese imperialism, nationalism, socialism, rural-urban divide, industrialization, war, globalization, the environment, and the re-emergence of China as an economic superpower.
- HIST 3640 - Modern Japan  
This course surveys the history of Japan from about 1600 to the present. It explores the political, economic, social, and cultural histories of Japan, as well as Japan’s place in East Asia and the world. Topics include the Tokugawa class system and ideology, famine, international trade and urban culture, Meiji reforms, foreign policy, migration, political movements, imperialism, colonial Okinawa, Taiwan, and Korea, WWII, U.S. Occupation, postwar social 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 rotating selection of special topics courses.
- HIST 3930r - Topics: Interpreting European History  
A rotating selection of special topics courses.
- HIST 3940r - Topics: Interpreting World Histories  
A rotating selection of special topics courses.
- HIST 3950r - Topics in the History of Science, Technology, and Medicine  
A rotating selection of special topics courses.
- HIST 3999r - Group Studies
- HIST 4020 - The Historian's Craft: Capstone 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 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 in Europe  
This course is a seminar on nationalism and ethnic identity in Europe.
- HIST 4170 - Minorities in 20th Century Europe: Jews, Germans, and Roma  
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 4500r - Special Topics in Historical Study  
A rotating selection of special topics courses.
- HIST 4620 - Gender and Sexuality in Modern East Asia  
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.
- HIST 4630 - Memories of WWII in East Asia  
This course examines how different groups in various countries in East Asia and Southeast Asia have remembered the Pacific theater of WWII in the many years since its end. What is history? What is memory? How does history shape memory? How does memory shape history? This course will attempt to answer these questions by covering the history of the war and the postwar era with an emphasis on how postwar history shaped the memories of World War II in East Asia. How have different people in

different social and temporal contexts remembered the war and understood its significance, such as through films and in museums? How have memories differed from group to group, such as feminists and ultranationalists? How have they changed over time? In what ways are the memories of the war made meaningful for the present? How do these memories influence relations between Japan and other countries in the postwar and contemporary periods? We will examine how these processes have unfolded primarily in East Asia, namely China, Japan, Korea, Okinawa, and Taiwan.

- 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 4920r - 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  
Requires University Honors approval. Department may have additional prerequisite requirements. Student must submit an Individual Studies/Research Contract to the Registrar's Office at the time of registration. Every semester.
- HIST 4997r - Research
- HIST 4998r - Individual Studies
- HIST 4999r - Group Studies