**Professional Education Program Proposal**

**New Program for Licensure**

Bachelor of Arts in Teaching

Social Studies Education Major

Grade Level Preparation 7-12

Department of Curriculum and Instruction

College of Education and Health Professions

University of Arkansas Fayetteville, AR

|  |  |  |
| --- | --- | --- |
| **LON E New Letter of Notification**  **New Educator Preparation Program**  **(For programs leading to a degree or certificate, LON submitted to ADHE will be forwarded to ADE)**  **Note: This LON is for new programs only and should be completed after an LOI-E has been submitted and accepted by ADHE.**   1. Institution submitting request: University of Arkansas Fayetteville 2. Date submitted: September 20, 2017 3. Contact person/title: Dr. Terry Martin, Vice Provost for Academic Affairs 4. Phone number/e-mail address: (479) 575-2151/tmartin@uark.edu 5. Proposed effective date: Fall 2018 6. Proposed program title: Social Studies Education (SSEDBA) 7. CIP Code requested: 13.1205 8. Degree or Award Level (B.S., M.A.T., post-baccalaureate, graduate, etc.): Bachelor of Arts in Teaching 9. Is this program intended to prepare candidates for educator licensure? X Yes \_\_ No  Grade Levels 7-12 10. Indicate if courses/program of study will be offered for distance delivery: Two courses will be offered on-line: CIED 1003 and CIED 4023. 11. Provide additional program information if requested by ADE/ADHE staff.   Curriculum Committee Approval Date:  President/Chancellor Approval Date:  Board of Trustees Approval Date:  Chief Academic Officer: Date:  **Submit LON E New and ADE Program Proposal for new programs by February 1 for Fall program**  **implementation; and by July 1 for Spring program implementation to ADHE via the File Transfer system. Contact Lillian Williams (Lillian.Williams@adhe.edu) if there are questions.** |  |  |

**Professional Education Program Proposal**

**C O V E R S H E E T**

**Institution:** University of Arkansas **Date Submitted:** 9-18-17

**Program Contact Person:** Freddie A. Bowles **Position/Title: Associate Professor,** Program Coordinator-MAT

**Phone:** 479-575-3035 **Email:** fbowles@uark.edu

**Name of program:** Social Studies Education (SSEDBA)

**CIP Code:** 13.1205

**Degree or award level (B.S., M.A.T., post-baccalaureate, etc.):**  Bachelor of Arts in Teaching (B.A.T.)

**Is this program intended to prepare candidates for educator licensure in Arkansas? X Yes □ No** If yes, indicate the title and grade range of the license for which candidates will be prepared: **Title:** *Secondary Education* **Grade Range:** *The grade level preparation includes 7-12*

Pr**oposal is for:**

X **New Educator Licensure Program** (Traditional)

(Complete Section A)

\_\_\_\_ **New Educator Licensure Program with Distance Learning Technology\***

(Complete Sections A and E)

\_\_\_\_ **New Educator Licensure Endorsement Program**

(Complete Section B)

\_\_\_\_ **New Educator Licensure Endorsement Program with Distance Learning**

**Technology\*** (Complete Sections B and E)

\_\_\_\_ **Major Revision(s) to an Approved Licensure Program**

(Complete Section C)

\_\_\_\_ **Minor Revisions to an Approved Licensure Program**

(Complete Section D)

\_\_\_\_ **Revision(s) to an Approved Program with Distance Learning Technology\***

(Complete Section C and E)

\_\_\_\_ **Converting a Traditional Program to a Distance Learning Technology Program\***

(Complete Sections C and E)

\* At least 50% of the curriculum is deliveredvia distance learning technology.

**Indicate the portion of the proposed program to be delivered via distance   
 learning technology (on-line).** 15% or two courses

**Proposed starting date for the program:** FALL 2018

**Will this program be offered at more than one site?** \_\_\_\_ **Yes X No NOTE: Prior approval by AHECB is required for Arkansas public institutions and institutions certified under Ark. Code Ann. §6-61-301 to offer programs at off-campus sites.**

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**3. Needs Summary**

*a. Provide a brief statement of the program’s purpose*

The Bachelor of Arts in Teaching degree will prepare students in the humanities with the pedagogical skills, the content knowledge, and the dispositions for teaching and learning in 21st century classrooms in the areas of English, French, German, Spanish, and Social Studies. The four-year program will include 40 hours of pedagogy, 33 hours in the individual content areas, and 35 hours of the University required Core with 12 hours in electives. In addition, students will have several field experiences over the course of 8 semesters in partner schools, including observations, practica, student teaching, and internship. Because of the significant overlap in the curriculum, the programs included in the Bachelor of Arts in Teaching degree will be considered cognate programs.

*b. Explain the need for the program with supporting data (e.g., data from supply and demand studies, institutional surveys, requests from individuals, etc.).*

The U.S. Department of Education, Office of Postsecondary Education, August 2016, identified 6 subject areas that are currently “high-need fields”: bilingual education and English language acquisition, foreign language, math, reading specialist, science and special education. In Arkansas, the list includes art, computer science, family and consumer sciences, journalism, library, mathematics, music, physical science (chemistry, physics), social studies, Spanish, and special education for 2017-18. Vacant positions across the state for 2016-17 totaled 1572, not including administrative positions. Vacancies in English totaled 115; foreign language totaled 35 (not disaggregated by language); and social studies totaled 73.

According to a recent survey conducted at the University of Arkansas by Dr. Jason Endacott, approximately 11% (411) of undergraduate students who responded to an exploratory survey (n = 3728) plan on becoming a secondary educator. However, only 10% (41) of those 411 students indicated that they planned on pursuing secondary certification through the MAT program at the University of Arkansas. The remaining 90% indicated that they intended to pursue other options, such as Teach For America, alternative licensure, and undergraduate programs at other universities.

In the last six years, enrollment in the Master of Arts in Teaching program, a traditional route to licensure at the graduate level, has dropped by 50%.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Degrees Awarded* | *Degrees Awarded* | *Degrees Awarded* | *Degrees Awarded* | *Degrees Awarded* | *Degrees Awarded* | *Current Enrollment* |
| 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
| **64** | **44** | **57** | **48** | **38** | **40** | **33** |

This reflects a national trend in teacher preparation. In addition to decreased interest in becoming a teacher, other private and for-profit organizations offer alternative routes to licensure. Our campus now recruits for Teach for America and Arkansas Teacher Corps. The fifth-year model is also becoming outmoded. The cost for a graduate program is prohibitive for many students, and they are not willing to extend their debt for another year. Students are opting for degrees that offer a career path in four years. Faculty and administration in the College of Education and Health Professions believe that a four-year humanities program in pedagogy, content, and field experiences will lead more students into choosing teaching as a career and fill the shortages we have across the state with professionally prepared teachers.

*c. Provide estimates of the number of candidates expected to enter and complete the proposed program each year for a five-year period.*

It is anticipated that the combined programs of English Education, Social Studies Education, French Education, German Education, and Spanish Education will enroll 20-25 students per year, with at least six students graduating from each program every year.

*d. List other Arkansas institutions offering a similar program.*

The following table indicates the Institutions of Higher Education that offer a Bachelor's degree leading to licensure. However, many of these programs are BA degrees with minors in education or BSE degrees with minors in the content areas. The proposed BAT degree differs because it is a teaching degree with an education major in the content areas.

**IHEs Offering Bachelor Degrees Leading to Licensure ADE July 2017**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **IHE** | **English** | **Social Studies** | **French** | **German** | **Spanish** |
| ASU | X | X | X |  | X |
| ATU | X | X |  |  | X |
| CBC | X | X |  |  |  |
| Harding | X | X | X |  | X |
| HSU | X | X |  |  |  |
| John Brown | X | X |  |  |  |
| Lyon College | X | X |  |  |  |
| OBU | X | X |  |  |  |
| SAU | X | \_ |  |  | X |
| UAFS | X | X |  |  | X |
| UALR | X | X | X |  | X |
| UAPB | X | X |  |  |  |
| UCA | X | X | X |  | X |
| U Of Ozarks | X | ­- |  |  |  |
| Williams Baptist | X | X |  |  |  |
| **TOTAL** | **15** | **13** | **4** | **0** | **8** |

**4. Institutional Approval** *Supporting documentation for the program shall include:*

*a. A letter from the chief academic officer acknowledging that the program has been approved by the institution’s appropriate authorizing entity.*

Letter pending.

*b. Board of Trustees approval date (required for public institutions only)*

Letter pending

**5. Program Description**

*a. Provide a general description of the program (2-3 paragraphs).*

The Bachelor of Arts in Teaching English Education, French Education, German Education, Spanish Education, and Social Studies Education is a new degree program in education leading to licensure in the respective content areas (K-12 or 7-12 depending on the major). Students will complete 40 hours of pedagogy including 8 credit hours of field experiences (practicum and internship), 33 hours in the content area, 35 hours of UA Core, and 12 hours of electives to complete 120 credit hours.

The program focuses on developing reflective practitioners based on the constructivist perspective that teachers are life-long learners, reflective practitioners, and scholar researchers. The coursework is designed to develop these attributes so that students graduate as effective teachers with the knowledge, skills, and dispositions to engage students with meaningful and authentic instruction.

The BAT program is housed in the Department of Curriculum and Instruction (CIED) in the College of Education and Health Professions. Courses in CIED focus on developing the skills and dispositions for teaching. CIED partners with the Fulbright College of Arts and Sciences to develop knowledge in students’ content areas.

*b. Provide a copy of the degree plan and/or plan of study for the program.*

Please see attached 8-semester degree plan. **See Appendix A**

See the generic template for all programs below.

Yellow Highlights= Content Core / Green Highlights= Pedagogy Core / White = UA Core Core 120 hours

**Generic BAT 8 Semester Template**

***Fall Year One Spring Year One***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course #** | **Title** | **Hrs** | **Course #** | **Title** | **Hrs** |
| \*ENGL 1013 | Composition I | 3 | \*ENGL 1023 | Composition II | 3 |
| \*MATH 1203 (or Higher) | College Algebra | 3 | \*Science Core w/Lab |  | 4 |
| \*Social Sciences |  | 3 | \*COMM 1023 | Communication in a Diverse World | 3 |
| \*Humanities |  | 3 | Content Core |  | 3 |
| CIED 1013 | Introduction to Education | 3 | CIED 1003  Online | Introduction to Technology in Education | 3 |
| **Total** |  | **15** | **Total** |  | **16** |

***Fall Year Two Spring Year Two***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course #** | **Title** | **Hrs** | **Course #** | **Title** | **Hrs** |
| \*Fine Arts |  | 3 | \*US History |  | 3 |
| \*Social Sciences |  | 3 | \*Science Core w/Lab |  | 4 |
| Content Core |  | 3 | Content Core |  | 3 |
| Content Core |  | 3 | Content Core |  | 3 |
| CIED 2173 | Literacy in America | 3 | EDST 3223 | American Educational History | 3 |
| **Total** |  | **15** |  |  | **16** |

***Fall Year Three Spring Year Three***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course #** | **Title** | **Hrs** | **Course #** | **Title** | **Hrs** |
|  |  |  | Elective |  | 3 |
| Content Core |  | 3 | Content Core |  | 3 |
| Content Core |  | 3 | Content Core |  | 3 |
| Elective |  | 3 | Elective |  | 3 |
| SEED 4063 | Disciplinary and Interdisciplinary Literacy |  | SEED 4022 | Classroom Management | 2 |
| CIED 4403 | Understanding Cultures in the Classroom | 3 | CIED 3033 | Classroom Learning Theory | 3 |
| **Total** |  | **15** |  |  | **17** |

***Fall Year Four Spring Year Four***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course #** | **Title** | **Hrs** | **Course #** | **Title** | **Hrs** |
| Content Core |  | 3 | Elective or  CIED 4023  Online | Teaching Inclusion in Secondary Settings | 3 |
| Content Core |  | 3 |  |  |  |
| SEED | Methods I | 3 | SEED | Methods II | 3 |
| SEED 328v | Teaching Experiences: Practicum | 2 | CIED 428v | Teaching Experiences:  Internship | 6 |
| CIED 4023  Online or Elective | Teaching Inclusion in Secondary Settings | 3 |  |  |  |
| **Total** |  | **14** |  |  | **12** |
| **Total 120 hrs** |  | **59** |  |  | **61** |

*c. Provide a curriculum matrix that shows alignment of the program’s prescribed courses and experiences with the current corresponding state competencies for the content area or category of licensure and the Arkansas Teaching Standards.*

Please see attached curriculum matrix. **See Appendix B**

*d. Provide descriptions and syllabi for all courses prescribed in the proposed program. Syllabi for professional education courses in educator preparation programs should link each learning objective to its corresponding Arkansas Teaching Standards and the Teacher Excellence Support System (TESS). This connection between objective and standard should occur on the syllabus itself.*

Please see attached syllabi and course descriptions that contain learning objectives linked to state standards/competencies for licensure in secondary education 7-12 and K-12. **See Appendix C.**

e. *Describe competencies expected of program candidates regarding their knowledge and use of educational technology.* (Competencies should reflect National Educational Technology Standards for Teachers (NETS-T) OR Administrators (NETS-A) published by the International Society for Technology in Education (ISTE). Based on the National Educational Technology Standards for Teachers (NETS-T) (http://www.iste.org/standards/iste-standards/standards-for-teachers), the BAT program integrates the following competencies with program candidates regarding their knowledge and use of educational technology (see table below).

|  |  |
| --- | --- |
| NETS-T | Course Integration |
| 1. Facilitate and Inspire Student Learning and Creativity  Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments | CIED 1003  CIED 2173  CIED 4403 |
| 2. Design and Develop Digital-Age Learning Experiences and Assessments  Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. | SEED 4103. 4113.4203, 4213, 4443. 4523. |
| 3. Model Digital-Age Work and Learning  Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. | CIED 1003  SEED 328v  CIED 428v |
| 4. Promote and Model Digital Citizenship and Responsibility  Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices | SEED 328v  CIED 428v |
| 5. Engage in Professional Growth and Leadership  Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. | SEED 4103. 4113.4203, 4213, 4443. 4523, 328v  CIED 428v |

*f. Describe the assessments required in the program. (Six to eight assessments are required.)*

Six key assessments are provided with their scoring rubrics followed by a table that notes location of assessments in the 8 semester plan. Finally, a description of how the assessment data is collected and used is provided.

1. *Provide samples of the assessments and their scoring rubrics.*

***Assessment 1: Philosophy of Education Paper***

**Philosophy of Education Paper CIED 1013**

This paper is primarily a concise, academic statement of **your** personal philosophy of education.

You are encouraged and invited to make use of the ***Quality Writing Center*** on campus, or to bring your work (partial or complete) to my office for a consultation and review.

This paper is, in effect, a major assignment. Therefore, it is expected that when you submit your final work for a grade, it will be a carefully written, thoroughly edited piece of writing that represents your best academic work.

Your paper should follow these guidelines:

· Which **philosophy of education** best reflects your own personal philosophy in the classroom?

o Please choose and focus on ***only one!***

o On what points do you agree with this philosophy?

§ Explain ***why!*** Give ***examples*** if possible!

o On what points do you disagree? (Why?)

o Which parts of the philosophy are most important or useful to you as a classroom teacher?

· Based on your ***personal philosophy of education***, what do you hope to achieve as a teacher?

o You may wish to relate this to one or more of the ***4 main purposes of education***

§ Intellectual, Civic, Social, and Economic!

· What events or people have influenced your personal beliefs about education?

· Based on your philosophy, what would your ideal classroom environment be like?

o Physically?

o Academically?

o Culturally?

· How will your philosophy of education ***benefit children*** in your classroom?

o Immediate benefits?

o Long term benefits?

Your paper should be typed, std. margins, 5-7 pages and double‑spaced, APA format. Three to five professional references (peer reviewed articles or major published works) are required. Any person or written works which are quoted or paraphrased ***must be properly cited.***

Philosophy Paper Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Novice | Competent | Proficient |
| Introduction to Your Philosophy (40) | The introduction does not address author’s views about purposes of education, guiding educational principles or understanding of learning. The statement is incoherent or extremely brief. | Statement is logical and develops author’s views about the purposes of education, guiding educational principles, and most appropriate strategies for teaching. Statement is not always consistent and/or convincing. | Using sound assumptions and arguments, the statement logically develops the author’s views about purposes of education, guiding educational principles, and understanding of learning and appropriate strategies for teaching. Statements include sound ethical and psychological arguments, not just practical ones. |
| Application of Philosophy (20) | No illustrative examples are included. | Examples in support of points are relevant but general or not based in experience. | Specific examples from the writer’s experience, academic work, or field experience illustrate points in a vivid or memorable way. |
| Description of Ideal Environment (20) | There are few examples and only limited description of environment physically, academically, or culturally. |  | The paper has clear descriptions of how the environment looks physically, academically and culturally. |
| Grammar/Spelling (20) | |  | | --- | | The statement is very difficult to read because of its style, usage, mechanics, or organization. | | The statement is understandable plus two of the following: 1) organized,  2) free from errors of mechanics and usage,  3) in an appropriate academic style. | In addition to being  clear, well organized,  free from errors of  mechanics and usage,  and written in an  appropriate academic  style, the statement 1)  has a single, unifying  theme and 2) is  strongly suggestive of  the writer’s voice. |

***Assessment 2: Disposition Inventory***

**University of Arkansas**

**Teacher Education Candidate Disposition Inventory**

Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_ Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ #Absences: \_\_\_\_\_\_ # Tardies: \_\_\_\_\_\_

Is a conference needed? \_\_\_ Yes \_\_\_No

If yes, who should be involved: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Purpose**: The Candidate Disposition Inventory is an assessment tool designed to provide feedback to teacher candidates regarding demonstration of dispositions considered essential to effective teaching. The Inventory is completed by University Faculty working directly with teacher candidates as they proceed through the teacher preparation program. Once faculty have completed the Inventory, individual conferences are scheduled with teacher candidates to discuss personal growth plans and any areas of concern and/or needing improvement. Teacher candidates exhibiting considerable concerns will work closely with faculty and program leadership to address these concerns so that they can complete the program successfully. They will be monitored closely to assess their progress in noted areas. Other uses of the inventory may include teacher candidate self-assessment or as a discussion tool about professional practice with University faculty as they proceed through the program.

***Instructions:*** For each dispositional statement, indicate if the disposition was appropriately displayed, inappropriately displayed, or not seen. Please refer to the Rubric for Candidate Disposition Inventoryfor specific elements related to each statement. The following descriptors apply:

· **YES – All dispositions in the statement are appropriately displayed**

· **NO – One or more of the dispositions in the statement are inappropriately displayed**

· **NS – Not Shown**

|  |  |
| --- | --- |
| **DISPOSITIONAL STATEMENT** | **RATING** |
| 1. Communicates effectively and/or appropriately. | Yes No NS |
| 2. Demonstrates a positive attitude through engagement. | Yes No NS |
| 3. Uses courtesy, respect, and civility when interacting with others. | Yes No NS |
| 4. Displays the ability to work with diverse individuals. | Yes No NS |
| 5. Displays a passion for continuous learning. | Yes No NS |
| 6. Stays focused on a task and handles the task professionally and maturely. | Yes No NS |
| 7. Demonstrates confidence and commitment when taking on assigned and/or unassigned tasks. | Yes No NS |
| 8. Demonstrates flexibility and is able to make adjustments in light of changing circumstances. | Yes No NS |
| 9. Shows ethical thinking and sound judgment. | Yes No NS |
| 10. Exhibits a belief that ALL students can learn. | Yes No NS |
| 11. Is self-reflective and accepts and uses constructive feedback. | Yes No NS |

Evidence/Comments (Required for disposition statement(s) marked “No”)

This form completed by (circle one): Instructor Supervisor Mentor Teacher

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

Instructor Signature Date \*Candidate Signature Date

(\*Candidate signature acknowledges review of form, not necessarily concurrence)

**Rubric for Candidate Disposition Inventory**

**University of Arkansas Teacher Education Program**

|  |  |  |  |
| --- | --- | --- | --- |
| **Disposition**  **And Related Standards** | **Disposition Definition** | **YES** | **NO** |
| (1) Effective and appropriate communication    CAEP 1.1  InTASC 6.8 | Communicates effectively and appropriately both orally and in written work | Uses no objectionable language; Grammar use is mostly accurate; Honesty and integrity are generally apparent. Words and actions are polite and professional. | Uses objectionable language; Incorrect grammar employed; Honesty and integrity are sometimes not evident in actions or words. Words or actions are insulting or show contempt for others or other cultures or genders. |
| (2) Appropriate engagement    CAEP 1.1  InTASC 9, 10 | Demonstrates appropriate engagement such as appropriate facial expressions, eye contact, and body language | Pays attention in class and school settings; displays appropriate levels of participation; displays a positive attitude toward involvement; body language indicates engagement (appropriate eye contact, positive posture, appropriate facial expressions) | Appears disengaged in class and/or school settings; rarely participates; makes little or no effort to be involved in course activities; body language is routinely negative (little eye contact, slouched posture, inappropriate facial expressions) |
| (3) Interactions with and treatment of others    CAEP 1.1  InTASC 1, 2, 3 | Interacts appropriately and positively with others. Treats others with courtesy, respect and civility. | Interactions with peers, colleagues, or authority figures are appropriate and positive. Treats others with courtesy and respect. Words and actions are polite and professional. Treats others with sensitivity to cultural and gender differences. | Interactions with peers, colleagues, or authority figures are at times negative, demeaning, sarcastic, combative, or inappropriate. At times treats others rudely and with disrespect. Words or actions are insulting or show contempt for others or other cultures or genders. |
| (4) Willingness and ability to work with others    CAEP 1.1  InTASC 3, 10 | Displays the ability to work with diverse individuals. | Works harmoniously and effectively with diverse individuals. May seek opportunities to include or show appreciation for under-represented individuals. | Communicates an inability or unwillingness to work with some students, other teacher candidates, or teachers. |
| (5) Passion for learning    CAEP 1.1  InTASC 4, 7, 9 | Passionate about learning. | Shows some curiosity for learning. Shows interest in learning from others and from experiences. Attempts to learn new concepts eagerly. Shows awareness of ideas. Questions assumptions. | Exhibits boredom with learning; shows little, if any curiosity, zest and energy for learning. Fails to seek understanding and appears to lack personal commitment to learning from others and from experiences. Exhibits little interest in trying different ways to learn something. Lacks engagement with ideas. Does not ask questions or question assumptions. |
| (6) Problem solving abilities and self-control    CAEP 1.1  InTASC 9, 10 | Displays maturity and independence by following appropriate protocol when seeking solutions to problems. Demonstrates appropriate self-monitoring and control of emotions and behavior. | If unable to resolve problems independently, enlists the help of faculty or staff in identifying the appropriate person to assist; follows through with that person to seek a resolution; uses discretion in discussing the problem. Focuses on seeking solutions rather than assigning blame. Models appropriate emotional and behavioral responses. | Fails to identify the appropriate personnel with whom to address problems; focuses on blaming others rather than seeking solutions. Enlists participation of family members or other individuals to seek solutions on his/her behalf. At times visibly demonstrates lack of emotional control; may become upset, use put-downs or display anger. |
| (7) Confidence and commitment    CAEP 1.1  InTASC 9, 10 | Demonstrates enthusiasm, confidence, initiative, and commitment. Prepares thoroughly and consistently. Meets deadlines. Is reliable and dependable. | Exhibits enthusiasm and confidence in teaching and takes initiative. Assigned and unassigned responsibilities are completed with minimal direct supervision. Consistently displays a thorough preparation of materials. Abides by deadlines for assignments, including projects and presentations. Usually completes assignments, duties or tasks on time. Attendance and punctuality are usually appropriate. | Lacks enthusiasm and confidence in teaching and does not take initiative. Does little without supervision and/or does not follow through on responsibilities. Some assigned and unassigned responsibilities are completed but with direct supervision. Seldom displays a thorough preparation of materials. Does not consistently abide by deadlines for assignments, including projects and presentations. Sometimes completes assignments, duties, or tasks on time. Attendance and punctuality are inappropriate. |
| (8) Flexibility    CAEP 1.1  InTASC 9, 10 | Demonstrates flexibility and is able to make adjustments in light of changing circumstances. | Displays a willingness and ability to adapt to changes in events, conditions, activities, and tasks. Responds positively to last minute changes in the daily schedule based on the requests of instructors or school personnel. | Is unwilling or unable to adapt or change when necessary or is confrontational when faced with an unexpected situation. Responds in a negative manner to changes in the daily or course schedule. |
| (9) Ethical thinking and sound judgment    CAEP 1.1  InTASC 9 | Exhibits sound judgment in personal and professional situations. Exhibits a strict code of honesty related to tests, assignments, and teaching responsibilities. Maintains confidentiality of records, correspondence and conversations.  Behaves in a legal and ethical manner. | Makes acceptable decisions; relates to P-12 students in an adult and professional manner; never leaves the classroom without a qualified adult in charge. Documents thoroughly.  Maintains confidentiality of P-12 student records and of professional correspondence and conversations; refrains from gossiping. Conduct is legal and ethical. | Sometimes makes questionable decisions; relates to P-12 students as peers; leaves the classroom without a qualified person in charge. Has knowingly plagiarized, cheated on a test, copied another’s work or allowed someone to copy. Documentation is sometimes incomplete. Does not maintain confidentiality of records; participates in gossip about P-12 students, faculty, or school personnel; does not respect confidentiality of professional correspondence or conversations. Engages in illegal or unethical conduct or in behavior, which would be grounds for dismissal from a teaching position. |
| (10) Belief that ALL students can learn    CAEP 1.1  InTASC 1,2,3 | Exhibits belief that all students can learn. | Shows through words and actions a belief in the ability of all students to learn. Encourages all students to be successful. | Does not appear to have confidence in all students’ ability to learn. Little evidence of commitment to encouraging students who have difficulty learning. |
| (11) Self-reflection and response to feedback    CAEP 1.1  InTASC 9 | Reflects on own behavior; accepts and uses constructive feedback. | Accurately demonstrates reflection through conferencing and written responses. Reflects on teaching and includes specific examples of successes and area needing improvement; can provide several suggestions for improvement. Is receptive to constructive comments and implements changes. | Does not accurately reflect on teaching through conferencing or written responses or propose ideas as to how it might be changed. Reflects when prompted and is generally accurate at a superficial level; able to make global suggestions as to how instruction might be improved; can occasionally make specific suggestions for self-improvement. Is not receptive to constructive comments and shows no sign of implementing change. |

**University of Arkansas Teacher Education Program**

**Candidate Disposition Inventory**

Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_ Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This form is to be used by faculty members to report significant concerns about a candidate’s dispositions. The completed copy is to be submitted to the program coordinator in which the candidate is enrolled. A completed Candidate Disposition Inventory should be attached. The candidate should be given a completed copy of both forms.

I have the following concerns about this teacher education candidate:

I am recommending the following course of action (include a timeline for addressing the concern).

Faculty Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

Candidate Comments:

\*Candidate Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

(\*Signature indicates that candidate has read the referral. It does not indicate agreement.)

***Assessment 3: Article Review***

**Project Descriptor for the EDOKs**

Project Title: Professional Article Evaluation (**E**xpert **D**istiller **o**f **K**nowledge)

Goal: To further develop Scholar-Practitioner Tenet 4 in teacher candidates: *One who is a developing professional and a lifelong learner*

Objective: Students will read a series of professional articles to enhance their content and pedagogical knowledge and synthesize this information in a summary format.

Outcome: Students will demonstrate their ability to summarize and synthesize a piece of scholarly writing, apply the information to their own practice, and connect the information to class discussion and text. TESS, Domain 4, ATS 4, 5, and 9.

APA STYLE FOR EDOK

The College of Education and Health Professions at the University of Arkansas has adopted the American Psychological Association (APA) writing style. In order to comply with these requirements, all bibliographies, article critiques or summaries, and papers must be APA style. Consult the 2001 Publication Manual of the American Psychological Association (5th ed.), which is available in Mullins Library. APA style guidelines can also be found on the Internet.

**Citation example for a scholarly, peer-reviewed journal**

Hoyt-Oukada, K. (2003). Considering students’ needs and interests in curriculum construction. *The French Review, 76*(3), 721-737.

**EDOK Article Evaluation:** The purpose of the EDOK is to write a succinct evaluation of a piece of scholarly writing. All EDOKs are typed, one-two page summaries with a self-reflection as a conclusion. Use 12 pt. Times New Roman and include a heading with your name, date, and class name.

*The required format follows:*

**EDOK (Expert Distiller of Knowledge)**

The EDOK is a system that enables you to summarize articles in a succinct manner.

§ **Bibliographic information:** Give a complete APA citation for the source (See example above).

§ **Central theme:** State the central theme, concern, or argument of the author. Use your own words.

§ **Main idea:** Each main idea, point, or position in the article should be stated in a complete sentence. Please do not use fragments. Use your own words.

§ **Author’s conclusion:** State the author’s conclusion. Use your own words. Sometimes the author’s conclusion is stated in the article and sometimes you must infer it.

§ **Self-reflection (the most important part!):** State how the article helps you as a future teacher and how it relates to the class content. Use your own words. First person usage is also acceptable for this part.

Note: “I like this article” or "This article was very helpful" are not sufficient.

Papers should be well-edited for spelling, grammar, and punctuation. Please use academic discourse in your self-reflection. Slang and vagueness are also unacceptable.

**Rubric for Article Review: 25 points**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Excellent** | **Acceptable** | **Needs Work** |
| Bibliography **3 pts.** | All bibliographic information is included and in correct format.  3 | Most bibliographic information is included and in correct format.  2-1 | Bibliographic information is not included or is in incorrect format.  0 |
| **Central Theme**  **3 pts.** | Theme is appropriate and is stated coherently.  3 | Theme is partly misunderstood or incomplete.  2-1 | Theme is not stated or is inappropriate for the article.  0 |
| **Main Idea**  **3 pts.** | Main idea is accurate.  3 | Main idea is accurate, but is not coherent.  2-1 | Main idea is not stated or is inaccurate.  0 |
| **Author’s Conclusion**  **3 pts.** | Author’s conclusion is appropriate for the article and is stated in words original to the writer of the summary.    3 | Author’s conclusion is somewhat appropriate for the article, although the major conclusion has been missed. It is stated in words original to the writer of the summary.  2-1 | Author’s conclusion is not included or in inappropriate for the article. Words used are mostly copied from the article.  0 |
| **Self Reflection**  **5 pts.** | Writer describes in detail how the article is useful to an emerging professional and how it connects to the information in our textbook and class discussions.    5-4 | Writer generally describes how the article is useful to an emerging professional and briefly how it connects our textbook and to class discussion.    3-2 | Writer describes with limited detail how the article is useful to an emerging professional and /or how it connects to textbook and class discussion.    1-0 |
| **Editing /Usage**  **/ Syntax:**  **3 pts.** | The paper is well-edited and there are no more than five errors.  3 | Some editing is apparent. No more than ten errors are noted.  2 | More than ten errors in editing are noted.  1-0 |
| **Submission:**  **2 pts.** | Submitted on time  2 |  | More than one day late  0 |
| **Article Included**  **3 pts.** | 3 |  |  |

***Assessment 4: Lesson Plan***

**Lesson Title:**

**Intern Name:**

**Grade/Class Level: Topic / Theme:**

**Date of Observation: School / Mentor:**

**Class Time: Time Allotted for Lesson:**

|  |  |  |
| --- | --- | --- |
| **Teacher Guide** | | |
| **Stage I: Planning for Desired Results** | | |
| **A. Goal (s)**  **Describe what you want your students to learn—the**  **“Big Ideas.”** | |  |
| **B. Objective (s)**  **Write what your students will know and be able to do at the end of this lesson.** | | **Student will be able to:** |
| **C. Prior Knowledge**  **List the essential skills and knowledge students need for this lesson.** | |  |
| **D. Frameworks / Standards**  **List/describe the target ACTFL/AR WLAN standards.**  **List /describe the anchor CCSS standards.** | | **Connected to:** |
| **E. Learners**  **What do I need to know about the learners to plan for this lesson? What experiences have they had with this content? What special needs must be addressed? Adaptations made to differentiate instruction?** | |  |
| **F. Materials**  **Resources for lesson (Provide links and handouts).** | |  |
| **Stage II: Acceptable Evidence** | | |
| **Assessments**  **Describe the assessments you will use to determine how students demonstrate what they have learned.** | |  |
| **Stage III: Planning for Learning Experiences** | | |
| **Classroom Organization** | | |
| **Describe how you will organize the students and environment for this lesson.** | |  |
| **Instructional Sequence**  **Describe step-by-step how the lesson will be introduced and delivered.** | | |
| **I. Preview/ Anticipatory Set/ Bell ringer**  **How will you motivate/engage the students?**  **Time Needed:** | |  |
| **II. Input / Presentation / Procedures**  **How will you introduce the lesson / objectives and give an overview of lesson?**  **Time Needed:** | |  |
| **III. Guided Practice**  **How will you model and guide students through activities to practice the learning objectives?**  **Time Needed:** | |  |
| **IV. Released Practice**  **How will you release students to practice learning objectives independently (individually, pairs, groups)?**  **Time Needed:** | |  |
| **V. Closure**  **How will you end the lesson?**  **Time Needed:** | |  |
|  | |  |
| **Outcomes**  **Student products resulting from lesson.** | |  |
| **Stage IV: Reflection on Lesson Effectiveness** | | |
| **1. Did you achieve your goals? How do you know?** |  | |
| **2. What worked well and why?** |  | |
| **3. What would you change to teach this again?** |  | |
|  |  |  |

**Lesson Plan Rubric (100 pts)**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson Plan Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | Unacceptable  D - 69>% | Developing  C - 70-81% | Acceptable  B - 82-92% | Exemplary  A - 93-100% | Points |
| Unit/State Curriculum Standards  (10 pts) | Unit/State standards are not included. | Unit/State standards are listed but are unclear or unorganized. | Unit/State standards are listed. | Unit/State standards are thoroughly listed and clearly related to each objective. |  |
| Objective(s)  (10 pts) | Behavior, criteria, and conditions are unclear or missing. | Two of the three (behavior, criteria, and conditions) are apparent, but unclear or poorly written. | Behavior, criteria, and conditions, are somewhat clearly communicated. | Behavior, criteria, and conditions are clearly communicated and clearly and concisely written (no unnecessary words). |  |
| Lesson Content  (5 pts) | Content to be presented in the lesson is not included. | Content to be presented in the lesson is listed but unorganized or difficult to follow. | Content to be presented in the lesson is listed and organized. | Content to be presented in the lesson is listed in detail and logically organized so students and the teacher know exactly what content will be covered in the lesson. |  |
| Introduction  (10 pts) | An introduction or hook for the lesson is not included. | The lesson is poorly introduced. The introduction is vague, lacking detail required for students to follow the lesson. | The lesson is introduced in a manner that seems appropriate for the lesson. The introduction is somewhat confusing to students in order to know what to expect and what is expected of them. | The lesson is introduced in a logical, creative and engaging manner so that students know what to expect and what is expected of them. The introduction is clear and detailed enough to enable students to begin the lesson without aid. |  |
| Learning Activities/  Procedures  (20 pts) | Procedures are incomplete or missing. | Learning procedures are poorly articulated. Activities are vague, lacking detail required for students to follow the lesson. | Learning activities and procedures are delivered in a manner that seems appropriate for the lesson content. | Learning activities are delivered in a logical, creative, and engaging manner so that students know what is expected of them and are engaged in their own learning. Procedures are clear and detailed enough throughout the lesson to enable students to begin the lesson without aid. |  |
| Closure/Review  (10 pts) | No procedures for lesson closure are included. | Includes vague procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are missing. | Includes procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are included, but poorly articulated | Includes procedures for closing the lesson and transitioning to the next or follow up activity. Key points of the lesson are clearly articulated. The closure is engaging to students and makes the content relevant to students’ as the lesson comes to an end. |  |
| Evaluation/ Assessment  (10 pts) | No assessment procedures included. | The behaviors assessed are inconsistent with the behavior described in the objective and description of the lesson. | Includes both summative and formative assessments. The behaviors assessed resemble the behaviors described in the objective and description of the lesson. | Includes both summative and formative assessments. The behaviors assessed exactly match the behaviors described in the objectives and description of the lesson. (Scoring guides or rubrics are provided if appropriate.) |  |
| Modifications  (10 pts) | No modifications included. | Include vague modifications for special needs students, learning styles, English Language Learners and other anticipated problems. | Include some modifications for diverse learners’ special needs students, learning styles, English Language Learners and other anticipated problems you may encounter and how to solve them. | Includes detailed modifications for diverse learners, special needs students, learning styles, English Language Learners and other anticipated problems you may encounter and how to solve them. |  |
| References/Materials  (5 pts) | Either references or materials (or both) are not included. | References and materials are both included in the lesson, but not detailed enough to enable another teacher to fully access references or know what materials are required. | References and materials are both included in the lesson and listed in an organized manner. | References are listed in APA format, including hyperlinks so others could access them easily. All required materials are listed in detail so that another teacher would know exactly what was required to teach the lesson effectively. |  |
| Reflection  (10 pts) | Reflection is vague and/or incomplete | Includes a reflection but does not describe the lesson, areas for growth, strengths, and/or modifications for future lessons. | Includes a somewhat thoughtful reflection describing the lesson, areas for growth, strengths, and modifications for future lessons and/or lacks detail. | Includes a thoughtful reflection describing the lesson, areas for growth, strengths, and modifications for future lessons. |  |
| One or more grammar, spelling, and/or typographical errors may result in a deduction of up to 10 points from the final grade earned.    Comments: | | | | Total Points | /100 |

***Assessment 5: TESS Summative Evaluation***

|  |  |  |
| --- | --- | --- |
| **Intern/Student Teacher:** | **Date:** | **School:** |
| **Observer:** | **Grade:** | **Rotation / Observation #:** |
| **Mentor:** | **Subject:** | **Program:** |

|  |  |  |
| --- | --- | --- |
| **Domain 1: Planning and Preparation**  *To be completed from responses to questions before and after a lesson. Additional information may be obtained during classroom observation of teaching.* | | |
| **Score** |  |  |
|  | **a:** | Demonstrating knowledge of content and pedagogy |
|  | **b:** | Demonstrating knowledge of students |
|  | **c:** | Selecting instructional outcomes |
|  | **d:** | Demonstrating knowledge of resources |
|  | **e:** | Designing coherent instruction |
|  | **f:** | Assessing student learning |

|  |  |
| --- | --- |
| **Key Proficient “Look Fors”** | **Criteria** |
| ***Classroom Observation***   * Clear explanation of content * Accurate response to student questions * Questions build on prior k/s   ***Teacher Lesson Plans/Interview***   * Explains how discipline is organized and has evolved * Identifies concepts to be taught * Shares relationship to other disciplines * Selects appropriate teaching strategies | **a. Teacher is familiar with major concepts/skills of the subject he/she teaches. Familiar with connections between subject and other disciplines.**  **- Knowledge of prerequisite relationships**  **- Knowledge of content-related pedagogy** |
| **Evidence:** |
| ***Teacher Lesson Plans/Interview***   * Age appropriate * References current research * Activities engage inquiry and reciprocal learning process * Activities/strategies based in formal / informal and ongoing assessment * Seeks input from parents * Interest surveys and interviews * Cultural sensitivity * Meets with key school personnel * Accommodations | **b. Teacher demonstrates knowledge of students.**  **- Knowledge of child and adolescent development**  **- Knowledge of the learning process**  **- Knowledge of students' skills, knowledge, and language proficiency**  **- Knowledge of students' interest and cultural heritage**  **- Knowledge of students with special needs** |
| **Evidence:** |
| **Teacher Plans/Interviews**   * Connects to national, state, and local standards * Represents big ideas * Scaffolded on prior and establishes foundation for future learning that represent the discipline * Written in terms of LEARN **not** DO * Are specific, doable, observable * Reflect different types of learning * Provide opportunities for coordination * Reflect actual and higher-order thinking * Reflect procedural knowledge * Reflect conceptual understanding * Reflect communication skills * Reflecting reasoning skills * Reflecting collaboration skills * Are suitable for all students | **c. Teacher selects instructional outcomes.**  **- Value, sequence, and alignment**  **- Clarity**  **- Balance**  **- Suitability for diverse learners** |
| **Evidence:** |
| **Teacher Plans/Interviews**   * Utilizes several and differentiated resources * Stays abreast of subject(s) teaches * Aware of and familiar with resources in and out of school/district * Guest speakers * Field trips * Internet * Professional organizations * Media center, computer lab * Multidisciplinary resources * Artifacts | **d. Teacher demonstrates knowledge of resources.**  **- Resources for classroom use**  **- Resources to extend content knowledge and pedagogy**  **- Resources for students** |
| **Evidence:** |
| **Teacher Plans/Interviews**   * Suitable to students and learning outcomes * Represent significant cognitive challenge * Differentiated * Engaging * Varied grouping * Clearly defined structure * Reasonably timed | **e. Teacher designs coherent instruction.**  **- Learning activities**  **- Instructional materials and resources**  **- Instructional groups**  **- Lesson and unit structure** |
| **Evidence:** |
| **Teacher Plans/Interviews**   * Assesses all outcomes * Adapts for groups/students * Identifies clear criteria/standards * Develops appropriate strategies * Uses to plan for future instruction | **f. Teacher assesses student learning.**  **- Congruent with instructional outcomes**  **- Criteria and standards**  **- Design of formative assessments**  **- Used for Planning** |
| **Evidence** |

Summary:

Suggestions:

|  |  |  |
| --- | --- | --- |
| **Domain 2: The Classroom Environment**  *To be completed during observation of a lesson* | | |
| **Score** |  |  |
|  | **a:** | Designing an environment of respect and report |
|  | **b:** | Establishing a culture for learning |
|  | **c:** | Managing classroom procedures |
|  | **d:** | Managing student behavior |
|  | **e:** | Organizing physical space |

|  |  |
| --- | --- |
| **Criteria** | **Key “Look Fors”** |
| *Classroom Observation* **a: Teacher interactions with students. Students’ interactions with one another.** | * Teacher calls students by name * Teachers uses “we” statements to make students feel part of the group * Listens to students with care * Polite language is used in interaction between the students and the teacher * Teacher checks with students to find out how they feel about the class/lesson |
| **Evidence:** |
| *Classroom Observation* **b: The importance of the content. Expectations of learning and achievement. Student pride in work.** | * Voice and body language convey enthusiasm * Student have a choice about how they show what they have learned * Teacher shares the learning goal for the lesson and explains the lesson’s importance and purpose * Teacher reinforces students’ development of conceptual understanding in order for students to demonstrate proficiency of content |
| **Evidence:** |
| *Classroom Observation* **c: Routines are clearly established to minimize loss of instructional time. Teacher has established procedures for group work making sure students understand what they are to do and how they are to accomplish it. There are clear procedures to manage transitions, distribution of materials and supplies.** | * Guidelines for group work are specified * Routines are established * Roles are used when appropriate * Group members listen respectfully * Group works to meet learning goal * Worked productively * Used time well * Voice level appropriate * Materials and supplies are handled smoothly and efficiently |
| **Evidence:** |
| *Classroom Observation* **d: Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher’s response to student misbehavior is appropriate and respects the students’ dignity.** | * Appropriate and clear standards of behavior * Alert to student behavior at all times * Consistency * Clear consequences * Demonstrate positive behavior * Sense of respect * Responds to serious behavior problems * Rationale for standards |
| **Evidence:** |
| *Classroom Observation* **e: The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.** | * Class arrangement * Use of space appropriate for learning * Safety * Access to instruction * Facilitates learning * Lesson adjustments * Traffic pattern |
| **Evidence:** |
|  |  |

Summary:

Suggestions:

|  |  |  |
| --- | --- | --- |
| **Domain 3: Instruction**  *To be completed during observation of a lesson* | | |
| **Score** |  |  |
|  | **a:** | Communicating with students |
|  | **b:** | Using questioning and discussion techniques |
|  | **c:** | Engaging students in learning |
|  | **d:** | Using Assessment in Instruction |
|  | **e:** | Demonstrating flexibility and responsiveness |

|  |  |
| --- | --- |
| **Key Proficient “Look Fors”** | **Criteria** |
| * Written and verbal explanation of lesson purpose * Directions and procedures are clear to students * Explanation of content is appropriate and connects to student knowledge and experience * Clear and correct spoken and written language | *Classroom Observation* **a: Expectations for learning. Directions and procedures. Explanations of content.** |
| **Evidence:** |
| * Teacher’s questions are of high quality * Adequate time provided for response * Genuine discussion among students * Teacher successfully engages all students in discussion | *Classroom Observation* **b: Quality of questions. Discussion techniques. Student participation.** |
| **Evidence:** |
| Assignments are appropriate and students are cognitively engaged   * Instructional groups are productive and appropriate for the lesson * Materials and resources are appropriate and engage students mentally * Lesson has a clearly defined structure * Pacing is appropriate | *Classroom Observation* **c: Activities and assignments. Grouping of students. Instructional materials and resources. Structure and pacing.** |
| **Evidence:** |
| * Students are fully aware of criteria and performance standards by which work will be evaluated * Monitors the progress of groups making use of diagnostic prompts * Feedback to students is timely and high quality * Students frequently assesses and monitors quality of their own work against criteria | *Classroom Observation*  **d: Assessment criteria. Monitoring of student learning. Feedback to students. Student self-assessment and monitoring of progress.** |
| **Evidence:** |
| * Makes minor adjustments to lesson in a smooth manner * Successfully accommodates for students’ questions and interests * Anticipates and responds to student differences * Persists in seeking approaches for students who are struggling | *Classroom Observation* **e: Lesson adjustment. Response to students. Persistence.** |
| **Evidence:** |

Summary:

Suggestions:

|  |  |  |
| --- | --- | --- |
| **Domain 4: Professional Responsibilities** | | |
| **Score** |  |  |
|  | **a:** | Reflecting on teaching in terms of accuracy and use in further teaching |
|  | **b:** | Maintaining accurate records |
|  | **c:** | Communicating with families |
|  | **d:** | Participating in a professional community |
|  | **e:** | Developing and growing professionally |
|  | **f:** | Demonstrating professionalism |

Summary:

Suggestion:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domain 1: Planning & Instruction** | **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *1a: Demonstrating knowledge of content and pedagogy* | Teacher’s plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline. | Teacher’s plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline. | Teacher’s plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline. | Teacher’s plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding. |
| *1b: Demonstrating knowledge of students* | Teacher demonstrates little or no knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. | Teacher indicates the importance of understanding students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole. | Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. | Teacher actively seeks knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students. |
| *1c: Setting instructional outcomes* | Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment. | Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but there is little or no attempt at coordination or integration. | Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination. | Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students. |
| *1d: Demonstrating knowledge of resources* | Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge | Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge | Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. | Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them. |
| *1e: Designing coherent instruction* | The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students. | The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources. | Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. | Teacher coordinates knowledge of content, students, and resources to design learning experiences aligned to instructional outcomes, differentiated where appropriate for all students and significant learning. The lesson or unit’s structure is clear and allows for different pathways according to student needs. |
| *1f: Designing student assessments* | Teacher’s plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction. | Teacher’s plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole. | Teacher’s plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students. | Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Domain 2: The Classroom Environment** | **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *2a: Creating an environment of respect and rapport* | Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize interactions both between teacher and students, and among students. | Interactions, both between the teacher and students and among students, reflect only occasional insensitivity or lack of responsiveness to cultural or developmental differences among students. | Civility and respect characterize interactions, between teacher and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students. | Students play an important role in ensuring positive interactions among students. Relationships between teacher and individual students are highly respectful, reflecting sensitivity to students’ cultures and levels of development. |
| *2b: Establishing a culture for learning* | Teacher displays little or no energy, and conveys low expectations for student achievement. The students themselves show little or no pride in their work. | Teacher’s attempt to create a culture for learning is only partially successful. Teacher displays minimal commitment to the work and only moderate expectations for student achievement. Students themselves display little pride in their work. | The classroom culture is positive, and is characterized by high expectations for most students, genuine commitment to the work by both teacher and students, with students demonstrating pride in their work. | High levels of student energy and teacher passion for the subject create a culture for learning in which both students and teacher share a belief in the importance of the subject, and all students hold themselves to high standards of performance, initiating improvements to their work. |
| *2c: Managing classroom procedures* | Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.. | Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. | Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. | Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. |
| *2d: Managing student behavior* | There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity. | It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. | Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students’ dignity. | Standards of conduct are clear, with evidence of student participation in setting them. Teacher’s monitoring of student behavior is subtle and preventive, and teacher’s response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. |
| *2e: Organizing physical space* | The physical environment is unsafe, or some students don’t have access to learning. There is poor alignment between the physical arrangement and the lesson activities. | The classroom is safe, and essential learning is accessible to most students, and the teacher’s use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success. | The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology. | The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson. |

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| **Domain 3: Instruction** | **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *3a: Communicating with students* | Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher’s use of language contains errors or is inappropriate to students’ cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher’s use of language is correct but may not be completely appropriate to students’ cultures or levels of development. | Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students’ cultures and levels of development | Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher’s oral and written communication is clear and expressive, appropriate to students’ cultures and levels of development, and anticipates possible student misconceptions. |
| *3b: Using questioning and discussion techniques* | Teacher’s questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion. | Some of the teacher’s questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher’ attempts to engage all students in the discussion are only partially successful. | Most of the teacher’s questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate. | Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard. |
| *3c: Engaging students in learning* | Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. | Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students’ cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained. | Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students’ cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson’s structure is coherent, with appropriate pace. | Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure. |
| *3d: Using Assessment in Instruction* | Assessment is not used in instruction, either through students’ awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students. | Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. | Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work. | Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources. |
| *3e: Demonstrating flexibility and responsiveness* | Teacher adheres to the instruction plan, even when a change would improve the lesson or of students’ lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment. | Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon. | Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests. | Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies. |

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| **Domain 4: Professional Responsibilities** | **Component** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *4a: Reflecting on Teaching* | Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved. | Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved. | Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved. | Teacher’s reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each. |
| *4b: Maintaining Accurate Records* | Teacher’s systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion. | Teacher’s systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful. | Teacher’s systems for maintaining both instructional and non-instructional records are accurate, efficient and successful. | Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient and successful |
| *4c: Communicating with Families* | Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program. | Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program but are not always appropriate to the cultures of those families. | Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner. | Teacher’s communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate. |
| *4d: Participating in a Professional Community* | Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving, | Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial. | Teacher participates actively the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues. | Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty. |
| *4e: Growing and Developing Professionally* | Teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues. | Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues. | Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues. | Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession In addition, teacher seeks out feedback from supervisors and colleagues. |
| *4f: Demonstrating Professionalism* | Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines. | Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher’s attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to “get by.” | Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with school and district regulations. Teacher complies fully with school and district regulations. | Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in seeing that colleagues comply with school and district regulations. |

***Assessment 6: E-Folio***

**Assessment #6: E-Portfolio Assignment**

**DIRECTIONS:** In their final year of the Bachelor of Arts in Teaching program, students will produce an e-portfolio in which they demonstrate their ability to satisfactorily address the four domains of the Danielson Framework for Teaching. These domains, which constitute the Teaching Excellence and Support System developed by the Arkansas Department of Education to support observation and development of K-12 teachers, include: *Domain 1: Planning and Preparation; Domain 2: Classroom Environment; Domain 3: Instruction; Domain 4: Professional Responsibilities*.

To document their knowledge and understandings of the Danielson Framework, students in the Bachelor of Arts program will include artifacts they create and use with students in their internship experience in their e-portfolio. These artifacts will be accompanied by written narratives which attest to how the artifacts were taken up in the classroom and how they speak to the understandings and competencies articulated by each of the four domains. In addition to submitting an e-portfolio, students will present and defend their work to both faculty and their peers in the Bachelor of Arts in Teaching program.

**Scoring Rubric**

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| **Domain 1: Planning and Preparation** |  |  |  |
| **Exceeds** | **Meets** | **Approaches** | **Inadequate** |
| The author effectively contextualizes the artifact by locating it in Domain #1 of Danielson’s Framework for Teaching. In doing so, the writer skillfully draws connections between the artifact and the specific competencies, and understandings specified by the domain. Both the artifact and the accompanying narrative suggest the author possesses a strong understanding of both the domain and the artifact’s relationship to it. As a result, the assessor is left with virtually no questions. | The author satisfactorily contextualizes the artifact by locating it in Domain #1 of Danielson’s Framework for Teaching. The writer draws acceptable connections between the artifact and the competencies and understandings specified by the domain. Collectivity, the artifact and accompany narrative suggest that the author understands both the domain and the artifact’s relationship to it. As a result, the assessor is left with few, if any, questions. | The author attempts to contextualize the artifact by locating it in Domain #1 of Danielson’s Framework for Teaching, but the discussion is not always accurate or sufficiently developed. The artifact and accompanying written narrative demonstrate a developing understanding of the relationship between the artifact and the competencies and understandings specified by the domain, but the discussion is marred by some inaccuracies or misunderstandings. The reader is left with several questions. | The author’s contextualization of the artifact is unsatisfactory or non-existent. The reader is left with numerous questions about the nature of the relationship between the artifact and Domain #1. The author’s grasp of the competencies and understandings specified in the domain is marred by numerous inaccuracies. |
| **Domain 2: Classroom Environment** |  |  |  |
| **Exceeds** | **Meets** | **Approaches** | **Inadequate** |
| The author effectively contextualizes the artifact by locating it in Domain #2 of Danielson’s Framework for Teaching. In doing so, the writer skillfully draws connections between the artifact and the specific competencies and understandings specified by the domain. Both the artifact and the accompanying narrative suggest the author possesses a strong understanding of both the domain and the artifact’s relationship to it. As a result, the assessor is left with virtually no questions. | The author satisfactorily contextualizes the artifact by locating it in Domain #2 of Danielson’s Framework for Teaching. The writer draws acceptable connections between the artifact and the competencies and understandings specified by the domain. Collectivity, the artifact and accompany narrative suggest that the author understands both the domain and the artifact’s relationship to it. As a result, the assessor is left with few, if any, questions. | The author attempts to contextualize the artifact by locating it in Domain #2 of Danielson’s Framework for Teaching, but the discussion is not always accurate or sufficiently developed. The artifact and accompanying written narrative demonstrate a developing understanding of the relationship between the artifact and the competencies and understandings specified by the domain, but the discussion is marred by some inaccuracies or misunderstandings. The reader is left with several questions. | The author’s contextualization of the artifact is unsatisfactory or non-existent. The reader is left with numerous questions about the nature of the relationship between the artifact and Domain #2. The author’s grasp of the competencies and understandings specified in the domain is marred by numerous inaccuracies. |
| **Domain 3: Instruction** |  |  |  |
| **Exceeds** | **Meets** | **Approaches** | **Inadequate** |
| The author effectively contextualizes the artifact by locating it in Domain #3 of Danielson’s Framework for Teaching. In doing so, the writer skillfully draws connections between the artifact and the specific competencies and understandings specified by the domain. Both the artifact and the accompanying narrative suggest the author possesses a strong understanding of both the domain and the artifact’s relationship to it. As a result, the assessor is left with virtually no questions. | The author satisfactorily contextualizes the artifact by locating it in Domain #3 of Danielson’s Framework for Teaching. The writer draws acceptable connections between the artifact and the competencies and understandings specified by the domain. Collectivity, the artifact and accompany narrative suggest that the author understands both the domain and the artifact’s relationship to it. As a result, the assessor is left with few, if any, questions. | The author attempts to contextualize the artifact by locating it in Domain #3 of Danielson’s Framework for Teaching, but the discussion is not always accurate or sufficiently developed. The artifact and accompanying written narrative demonstrate a developing understanding of the relationship between the artifact and the competencies and understandings specified by the domain, but the discussion is marred by some inaccuracies or misunderstandings. The reader is left with several questions. | The author’s contextualization of the artifact is unsatisfactory or non-existent. The reader is left with numerous questions about the nature of the relationship between the artifact and Domain #3. The author’s grasp of the competencies and understandings specified in the domain is marred by numerous inaccuracies. |
| **Domain 4: Professional Responsibilities** |  |  |  |
| **Exceeds** | **Meets** | **Approaches** | **Inadequate** |
| The author effectively contextualizes the artifact by locating it in Domain #4 of Danielson’s Framework for Teaching. In doing so, the writer skillfully draws connections between the artifact and the specific competencies and understandings specified by the domain. Both the artifact and the accompanying narrative suggest the author possesses a strong understanding of both the domain and the artifact’s relationship to it. As a result, the assessor is left with virtually no questions. | The author satisfactorily contextualizes the artifact by locating it in Domain #4 of Danielson’s Framework for Teaching. The writer draws acceptable connections between the artifact and the competencies and understandings specified by the domain. Collectivity, the artifact and accompany narrative suggest that the author understands both the domain and the artifact’s relationship to it. As a result, the assessor is left with few, if any, questions. | The author attempts to contextualize the artifact by locating it in Domain #4 of Danielson’s Framework for Teaching, but the discussion is not always accurate or sufficiently developed. The artifact and accompanying written narrative demonstrate a developing understanding of the relationship between the artifact and the competencies and understandings specified by the domain, but the discussion is marred by some inaccuracies or misunderstandings. The reader is left with several questions. | The author’s contextualization of the artifact is unsatisfactory or non-existent. The reader is left with numerous questions about the nature of the relationship between the artifact and Domain #4. The author’s grasp of the competencies and understandings specified in the domain is marred by numerous inaccuracies. |
| **Style and Conventions** |  |  |  |
| **Exceeds** | **Meets** | **Approaches** | **Inadequate** |
| The author consistently writes in a voice and tone that are appropriate for the intended audience. The e-portfolio is virtually free of punctuation, spelling, and capitalization errors. | With only a few lapses, the author writes in a voice and tone that is appropriate for the intended audience. The e-portfolio contains only a few punctuation, spelling, or capitalization errors, and they do not interfere with meaning. | Voice and tone are not always appropriate for the intended audience. The e-portfolio is marred by numerous punctuation, spelling, or capitalization errors, some of which interfere with meaning. | Voice and tone are inappropriate for the intended audience. Frequent punctuation, spelling, or capitalization errors hinder communication. |
| **Organization and Structure** |  |  |  |
| **Exceeds** | **Meets** | **Approaches** | **Inadequate** |
| The e-portfolio is thoughtfully organized. The aesthetic of the e-portfolio draws the readers in and makes them want to continue reading. The author embeds several photographs, illustrations, and other visual evidence, nearly all of which effectively demonstrate how the artifacts were taken up in the context of the classroom. | The e-portfolio is well organized, with the result that readers are left with few, if any, questions. The aesthetic of the e-portfolio is inviting. The author’s inclusion of photographs, illustrations, and other visual evidence satisfactorily demonstrates how the artifacts were taken up in the context of the classroom. | The organizational structure of the e-portfolio is sometimes ineffective, the result of which raises a number of questions. The author appears to have given some thought to the aesthetic of the e-portfolio, but it not always effective. The author includes some photographs, illustrations, and other visual evidence to demonstrate how the artifacts were taken up in the context of the classroom, but not always effectively. | The organizational structure of the e-portfolio is ineffective or inadequate, the result of which creates confusion and raises many questions. Little, if any, thought or attention appears to have been paid the overall aesthetic of the e-portfolio. |

1. *Indicate the relative places within the program where the assessments occur.*

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| **Assessment** | **Title** | **Course/s** | **Year of Study** | **Purpose** |
| Assessment 1 | Philosophy of Education Paper | CIED 1013/Revision in Assessment 6 | Fall Semester First Year/Freshman Year | To understand why students have chosen teaching as a career path |
| Assessment 2 | UA Teacher Candidate Disposition Inventory | All Pedagogy Courses | Each Semester for 8 Semesters | To collect evidence of students’ dispositional development for effective teaching; for admission, retention, success, and intervention if needed |
| Assessment 3 | Article Evaluation | SEED 4022  SEED 4063 | Fall and Spring Semesters Year Three/Junior Year | To develop content and pedagogical knowledge; to develop students’ ability to synthesize and evaluate research information |
| Assessment 4 | Lesson Plan | Methods Classes I & II  SEED 4203  SEED 4213  SEED 4103  SEED 4113  SEED 4443  SEED 4523 | Fall and Spring Semesters Year Four/Senior Year | To provide evidence of students’ development in designing and implementing instruction for all student learning; to examine their ability to self-assess the process of planning, implementing, and assessing a lesson |
| Assessment 5 | TESS Summative Evaluation | CIED 428v | Spring Semester Year Four/Senior Year | To provide feedback to students regarding their performance in the classroom |
| Assessment 6 | E-Folio | Methods Class II  SEED 4213  SEED 4113  SEED 4523 | Spring Semester Year Four/Senior Year | To document students’ understanding of Danielson’s Framework for Teaching |

*Explain how data from the assessments will be collected and used for program improvement.*

Data from program assessments will be collected via Taskstream submission, aggregated by cohort, and assessed for programmatic improvement. A programmatic goal of at least 80% of students achieving Meets or Exceeds Expectations will be used. In addition, a goal of at least 80% of students passing the Praxis content exams will also be evaluated. Students’ achievement of these evaluation thresholds will indicate that the program is effective in supporting students to achieve ADE competencies for initial teacher licensure in the content areas. The alignment of the assessments allows for correlations back to courses wherein the competencies are addressed. This correlation will be used for the enhancement of courses wherein students may not be meeting programmatic goals.

*g. Describe the field experiences (such as observations, practicums) and supervised clinical practice (student teaching, internships) required for candidates in the program including:*

*i. The amount of time (e.g., clock hours, weeks, etc.) that candidates are expected to participate in each of the experiences (A minimum of 12 weeks or 420 clock hours is required for supervised clinical practice; 6 months or approximately 216 clock hours for an administrator internship.);*

The following table shows, for each course, the settings and ADHE-required number of contact hours, lab hours, practicum hours, or clinical experience hours required for academic credit. Definitions of each level of experience are given below, and the experiences are sequenced across the degree program to build mastery with increasing levels of responsibility for students in classrooms with children. **Observation:** Students observe children and classrooms without directly interacting.

**Practicum A:** A beginning interaction experience, wherein students interact with children in classrooms or one-on-one, but are guided and coached throughout by supervising teachers.

**Practicum B:** A supervised service learning experience in a range of settings, including classrooms, with children in the community.

**Student Teaching:** A more advanced interaction experience, wherein students are coached in interactions with children, but have more responsibility and demonstrate leadership in the classroom and in learning opportunities with children.

**Internship:** Culminating experience wherein students hold primary responsibility in classroom settings for leading children’s experiences.

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| **Course** | **Setting** | **Observation** | **Practicum A** | **Practicum B** | **Student Teaching** | **Internship** |
| CIED 1013  Intro to Ed | Partner Schools | 10 hours |  |  |  |  |
| CIED 3033:  Classroom Learning Theory | Partner Schools |  | 12 hours |  |  |  |
| CIED: 4403  Understanding People of Other Cultures | Partner Schools |  |  | 15 hours |  |  |
| SEED 328v :Teaching Experiences--Student Teaching | Partner Schools |  |  |  | 144 hours |  |
| CIED 428v:Teaching Experiences--Internship | Partner Schools |  |  |  |  | 420 hours |
| \*Out of Area Placements | Local  Global |  |  | 4 weeks |  |  |

\*Students are provided an opportunity to observe in a number of alternative settings once they have successfully completed their 420 hours in their last semester. These include international, urban, high-needs, and alternative educational settings.

*ii. The settings in which the experiences will be accomplished (Candidates must have opportunities to interact with diverse student populations and across the entire grade of the license being sought.)*

Students are exposed to a number of school settings beginning with the observations in their freshmen year. All field experiences are coordinated with the Office of Teacher Education (OTE), who works with programs to provide students opportunities to interact with diverse populations. Students are placed in K-12 and 7-12 classrooms in different districts to assure students are in compliance with ADE rules. Once students complete their spring internship, they have the opportunity to apply for an “out of area” placement including international (Peru, Sweden, Belize) or local (Little Rock School District, Kipp Delta Public School, or Helena-West Helena Public School).

**6. Admission Requirements**

*a. Indicate requirements for admitting students into the program*.

i. An individual shall have earned a cumulative grade point average in non-remedial coursework of no less than 3.0 (4.0 scale).

ii. Passing scores on ETS Praxis Core or other state-approved assessments.

iii. Institutional criteria (e.g., letters of recommendation, demonstration of English proficiency, prerequisite coursework, etc.).

*c. Provide a summary of the admission procedures* (e.g., submit application, submit curriculum plan, teacher education admission committee )

**Requirements for Bachelor of Arts in Social Studies Education**

Admission to the B.A.T. Program is competitive and consists of a three-stage process; simply meeting the minimum requirements will not guarantee admission to the program. Admission will be determined by the B.A.T. faculty based on the five items listed below in **Stage II**.

**Stage I: Pre-Admission Social Studies Education (PSSED)**

**Complete all 46 hours of program pre-requisites for each content area.**

1. Obtain a GPA of 3.0 or better on UA coursework.
2. Complete all content and pedagogy courses with a grade of "C" or better.
3. Obtain a passing score on the Math, Reading, and Writing sections of the Praxis Core or ACT/SAT/GRE as defined by the Arkansas Department of Education.
4. Complete a background check.

**Stage II: Admission to the B.A.T. program**

 Admission to the Bachelor of Arts in Teaching program (B.A.T.) in the five content areas occurs the semester after the candidate has completed all pre-B.A.T. requirements including the first three courses in education - [CIED 1013](https://nextcatalog.uark.edu/search/?P=CIED%201013), [CIED 1003](https://nextcatalog.uark.edu/search/?P=CIED%201003), and [CIED 2173](https://nextcatalog.uark.edu/search/?P=CIED%202173) prior to a student's entering the individual Programs of Study the following fall term.   The B.A.T.  program is competitive  and meeting the minimum requirements does not guarantee admission to the program. Applications to the B.A.T.  program must be submitted by January 30.

The application process includes:

1. Students must complete the application to teacher education  (see the [Teacher Education Application Fee](http://teacher-education.uark.edu/admissions/index.php)) through the Teacher Education Office during spring semester of sophomore year. This includes completing and passing the criminal background check and also passing Praxis Core academic subjects test or equivalent tests by meeting or exceeding the Arkansas Department of Education cut-off scores.
2. Submission of B.A.T. application.
3. Submission of writing sample to content area faculty.
4. Submission of transcripts for all coursework.

\*Note: Another background check will be required prior to graduation in order to be eligible for licensure.

**Stage III: Requirements for Program Continuation and Internship**

1. Maintain a cumulative GPA of 3.0 or better.
2. All professional education courses and content courses must have a grade 'C' or better ( except SEED 328V below). No teaching methods courses may be taken as self-paced (correspondence) courses.

**Stage IV:  Requirements for Internship Semester (spring, senior year) and Program Completion**

All students in the BAT program must complete the following requirements prior to being admitted to the spring semester of their senior year.

1. Students must earn a 'B' or better in the fall semester, senior year SEED 328V practicum course.
2. Earn a cumulative GPA of 3.0 or better by the end of the fall semester, senior year. Students are not permitted to intern in the spring if the GPA requirement is not met.
3. Students must have taken the appropriate Praxis II - Content Knowledge exam to be admitted to the spring semester, senior year.
4. Candidate must complete a successful "internship admission interview" with B.A.T. faculty. Note these interviews are scheduled with all senior students during the fall semester.
5. Satisfactorily complete the internship/student teaching experience that has been approved by the Director of Field Placement.

All students seeking licensure in the State of Arkansas are subject to a criminal background check. Background checks can take up to six months to process; therefore, students are advised to complete and submit the forms to the proper authorities at least six months in advance of graduation (or six months prior to applying for a teaching license). Arkansas will not grant a teaching license to anyone who has been convicted of a felony.

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**7. Retention procedures**

*a. Describe any mid-program benchmarks or transition points for evaluating candidates in the program. (At least one mid-point benchmark is required.)*

Licensure program candidates will be eligible to retain their candidacy by meeting the following retention requirements, evaluated at the completion of 90 hours: Maintain a 3.0 or above cumulative grade point average; successfully pass performance evaluations in all fieldwork experiences; and demonstrate successful completion of all criteria on the Dispositions Checklist.

*b. Describe any intervention strategies (e.g., advising, mentoring, tutoring, etc.) to be employed to assist candidates who struggle to succeed in the program.* *(The program is expected to have more than one strategy for assisting candidates.)*

The following intervention strategies will be employed to assist candidates who struggle to succeed in the program:

* Yearly review for all students who have yet to pass their first praxis exams, to prevent the need for intervention.
* Students submit transcripts, samples of their work, course plans, and requests for guidance. Faculty provide guidance on alignment of career goals with degree, GPA, course load, future course plan, and student work.
* Ongoing performance-based mentoring by faculty, including coaching in teacher-student interactions, advice about course planning (e.g., total credit hours, course combinations), dropping courses, non-traditional degree completion (e.g., summer registration, online courses), and leave to facilitate successful degree progress.
* Referral of student to sources of help aligned with his/her needs, including: tutoring; campus courses in time-management, study skills, or writing; counseling for personal issues; Center for Educational Access for learning exceptionalities; Office of Financial Aid for financial assistance; and Career Development Center for questions about life/career goals.
* As appropriate, the use of “intensive advising”, including adviser-initiated contact, email check-ups, and reminders of degree deadlines. If students fail to meet the requirement for licensure, they are still eligible to be majors in their respective content areas. Content area faculty have expressed interest in proposing Additional Majors programs for their areas. German already has this in place.

**8. Exit requirements**

*List program exit requirements (e.g., final assessments, research papers, performances, interviews, etc.)*

Candidates who have maintained eligibility status in the BAT program approved by ADE will be eligible to apply for the appropriate content area Teaching License. Those candidates who are eligible to apply will be cleared for application once they have provided evidence of the following: Successfully completed an exit interview with a panel of at least two faculty from the Secondary Education teaching faculty at the University of Arkansas Fayetteville and successfully submitted the final E-portfolio, comprised of evidence to meet the TESS Domains. In addition, teacher candidates must provide recommendations from supervising teachers, achieve passing scores on the summative TESS evaluations (2.5 and above) and successfully complete all coursework requirements. Evidence of dispostions is cumulative and must indicate that the teacher candidate has the dispositions needed to be an effective teacher

**9. Candidate Follow-Up Procedures**

*Describe the program’s plan for obtaining and reporting data from program graduates if different from other programs in the professional education unit.*

The BAT program will use the University of Arkansas’ existing professional education unit’s procedures for obtaining and reporting data from program graduates and the Employer Survey. Upon posting of the student's degree and receipt of all required materials, completed application packets are sent directly to the Arkansas Department of Education by the Office of Field Placement and Licensure. ADE will issue a teaching license to the applicant approximately two weeks after receipt of the appropriate documents. Applicants can look up the status of their teaching license in the Arkansas Educator Licensure System here: <http://www.arkansased.gov/divisions/human-resources-educatoreffectiveness-and-licensure/educator-licensure-unit/arkansas-educator-licensure-system-aels>.

Graduates will be asked to complete surveys during the next three years of in-service. The data will be used for program improvement and reporting for accreditation.

**10. Faculty**

*Provide a roster of all professional education faculty who teach or supervise candidates in the program, including adjunct faculty. The roster should indicate their academic preparation (highest degrees), professional experience, course assignment(s), and verification of TESS training (if applicable). Do not include general studies or content faculty. Note: IHE candidate supervision faculty and P-12 cooperating teachers in teacher preparation programs must be trained in the domains, components and elements of ADE’s Teacher Excellence Support System (TESS).*

|  |  |  |  |
| --- | --- | --- | --- |
| **Faculty** | **Professional Experience** | **Course Assignments**  **for B. A. T.** | **TESS Training** |
| Freddie Bowles, Ph.D. | 4 years of junior/senior high English, German, and Dance; 10 years ESL; 2 years EFL; 11th year at UA | CIED 4013 CIED 428v  SEED 4443 SEED 4523 | TESS Trained |
| Sean Connors, Ph.D. | 6 years high school English teacher; 9th year at UA | CIED 2173 SEED 4213 | TESS Trained |
| Jason Endacott, Ph.D. | 9 years of middle level social studies teaching experience; 7th year at UA | SEED 4103 CIED 428v | TESS Trained |
| Chris Goering, Ph.D. | NBCT; former high school English teacher; 11th year at UA | SEED 4063, CIED 428V, SEED 4203 | TESS Trained |
| Ginney Norton, Ph.D. | 5 years of middle level teaching in social studies, literacy, and science; 2nd year at UA | SEED 4022 CIED 428v  SEED 4113 | TESS Trained |

Faculty CVs

**Dr. Freddie Bowles**

Program Name: Bachelor of Arts in Teaching FRED, GRED, SNED

**1.** **Name**  Freddie A. Bowles

**2**. **Education**

2007 PhD: University of Arkansas Curriculum and Instruction

1. University of Arkansas MA German Language and Literature
2. State Teachers College of Arkansas (UCA) BA English

**3. Academic experience**

University of Arkansas, Associate Professor, Curriculum and Instruction, 2007-present, full time / University of Arkansas, Program Coordinator for Master of Arts in Teaching Education Secondary, 2015-present, full-time / University of Central Arkansas, Instructor II, Intensive English Program, WLAN 1994-2004 full time and Academic Advisor for College of Liberal Arts 2003-2004 part time / Szechenyi Istvan Technical College and Apaczi Csere Janos Teacher Training College, Györ, Hungary, Guest Lecturer, English as a Foreign Language, 1990-1992 full time

**4. Non-academic experience**

Dance Instructor, Northeast Arkansas, Little Rock, and Conway, AR. Pre-school-adult classes in ballet, tap, jazz, and adult exercise as an adjunct at various studios. I owned and operated my own studio for four years. I was a member of the UALR Dance Ensemble for two years. 1980-1999

**5.** **Certifications or professional registrations**

2017 *Proficiency Go!* Training in Proficiency-Based Language Classrooms; 1988-2010 Licensure inSecondary Education, English and German, State of Arkansas; 2006 Sheltered Instruction Observation Protocol (SIOP) Training; 2006-2010 Praxis III Assessor, State of Arkansas;1990 Certificate of German Language Proficiency, B2, Goethe Institute, 1978 Certification in Ballet and Jazz Dance, Southern Association of Dance Masters

**6.** **Current membership in professional organizations**

American Association of Teachers of German, American Council on the Teaching of Foreign Languages, Arkansas Foreign Language Teachers Association,Arkansas Teaching English to Speakers of Other Languages, Association of Teacher Educators, Central States Conference on Teaching Foreign Languages Advisory Council, Delta Kappa Gamma, Kappa Delta Pi, Partners with the America

**7.** **Honors and awards**

2016 Outstanding Service Award, University of Arkansas Department of Curriculum and Instruction: 2014 President’s Award, Association of Teacher Educators & Outstanding Teaching Award, University of Arkansas Department of Curriculum and Instruction; 2013 Educator of Excellence, Arkansas Foreign Language Teachers Association; 2012 Office of Nationally Competitive Awards, Faculty Gold Medal for COEHP, Office of Nationally Competitive Awards, NCATE Program Review: Awarded National Recognition for Foreign Language Education, Voted "Best of Arkansas" Presentation at the AFLTA

**8.** **Service**

2017 Program Co-chair, Southern Regional Association of Teacher Educators 64th Annual Conference (SRATE); Member UA Search Committee for Vice-Provost for Diversity and Inclusion; *ProficiencyGo!* Workshop Arkansas AFLTA Summer Academy; *Gen Z: Teaching without Borders*  CentroBolivian American (CBA), Santa Cruz, Bolivia. (Workshop); 2016-17 President, Arkansas Association of Teacher Educators; 2016 Three Workshops in Santa Cruz, Bolivia at CBA and Universidad Autónoma Gabriel René Moreno; 2016-2019 Chair, Membership and Development Committee, Association of Teacher Educators; 2015-2019 Member, UA ESL Committee; 2013-2015 Co-Chair for COEHP Symposium on Social Justice and Multiculturalism; 2013-2016 Association of Teacher Educators Board Member

**9**. **Courses**

CIED 5553: Social Justice and Multicultural Education, CIED 5543: Methods of Teaching Foreign Language K-12, CIED 5953 Second Language Assessment; CIED 5543: Structures of American English; CIED 5523: Instructional Practices in Foreign Language; CIED 4013: Capstone Course for Foreign Language Licensure; CIED 528v: Field Experiences Spring Immersion

**10.** **Publications:**

* Bowles, F.A., & Pearman, C. J. (2017). *Self-Efficacy in action:* *Tales from the classroom​ for teaching, learning, and professional development.* New York, NY: Rowman and Littlefield.
* Gregory, G.A., & Bowles, F. (2017). Decolonization, complete bilingualism, academic achievement, and national identity: Arguments for literacy in indigenous languages. *In J. Reyhner, J. Martin, L. Lockard, & W. S. Gilbert (Eds.) Honoring Our Teachers,* (99-115). Flagstaff, AZ: NAU College of Education Press.
* Zhang, Q., & Bowles, F. (2017). Promoting performance through arts integration in the elementary Chinese classroom, *In J. A. Foss (Ed.) 2017 Report of the Central States Conference on the Teaching of Foreign Languages,* (149-165). Richmond, VA: CSCTFL.
* Endacott, J., & Bowles, F. (2013). Avoiding the “It’s a small world” effect: A lesson plan to explore diversity. *Multicultural Education, 20* (2), 43-48.
* Gallavan, N. P., & Bowles, F. A. (2012). Learning, living, earning, giving: School/community gardening with young learners*.* *Social Studies and the Young Learner, 24*(3), 13-16.
* Bowles, F. A. (2012). Teaching Choctaw as a foreign language in a non-traditional setting: A challenge with high expectations and possibilities. *In B. Klug, (Ed.) Standing Together: Indigenous Educations as Culturally Responsive Pedagogy*, (201-222). New York, NY: Rowman & Littlefield.
* Bowles, F. A., & Gallavan, N. P. (2012). Easing teacher candidates toward cultural competence through the multicultural step out. In Boden, C. & Kippers, S. (Eds.), *Pathways to transformation: Learning in relationship (Innovative perspectives of higher education-research, theory, and practice)* (pp. 169-190). Charlotte, NC: Information Age Publishing.

**Presentations:**

* Bowles, F.A., Howlett, K., & Lincoln, F. (2017, August). *Infusing Multicultural Literature intoTeacher Education Courses*. Association of Teacher Educators, Pittsburgh, PA.
* Bowles, F. A. (2017, June). *Gen Z Students: Identity, Ideas, Interests.* 24th Convention on Teaching and Learning English. Santa Cruz, Bolivia.
* Bowles, F. A. (2017, March). *Who's doing the talking? Exploring instructional conversations for*
* *target language proficiency.* Central States Conference on the Teaching of Foreign Languages, Chicago, IL.
* Gallavan, N. P., Peace, T., Black, G., Bowles, F., Pearman, C., Lefever, S., Putney, L., Polka, W.S., Prather-Jones, Young, W., & Ward, E. (2016, February). *Teacher self-efficacy: Concepts and case studies to guide teacher candidates*. Association of Teacher Educators, Chicago, IL.
* Garcia Mont, A., & Bowles, F. (2015, October). *Northwest Arkansas: The nuevo south*. National Association of Multicultural Education, New Orleans, LA.
* Bowles, F., Johnson-Carter, C., & Smith, V. C. (2015, October). *Contemporary definitions,representations and realities: Social justice in a small southern state*. National Association of Multicultural Education, New Orleans, LA.
* Bowles, F., Carter, C.J., & Gist, C. (2015, February). *Critical narratives of culture, civility, and action in teacher education*. ATE Annual Conference, Phoenix, AZ.

**Dr. Sean Connors**

**Program Name:**  Bachelor of Arts in Teaching, EGED

**1. Name:** Sean P. Connors

2. **Education:** Ph.D., Language, Literacy, and Culture. Ohio State University. 2010.

**3. Academic experience:** University of Arkansas, associate professor, English education (2016-present); University of Arkansas, assistant professor, English education (2010-2016); Ohio State University, graduate assistant, 2004-2010); Coconino High School, English teacher (1999-2004); (Greyhills Academy High School, English teacher (1998-1999); Horseheads High School, English teacher (1993-1998).

**4. Non-academic experience.** None.

**5. Licensure:** New York State Teaching License, 7-12 ELA, (1992-present)

**6. Memberships:** National Council of Teachers of English; Conference on English Education; Children’s Literature Association.

**7. Honors and Awards:** Divergent Award for Excellence in 21st Century Literacies Research, 2018, Initiative for 21st Century Literacies Research, 2018; Outstanding Teaching Award, Department of Curriculum and Instruction, University of Arkansas, 2016; Outstanding Teaching Award, Department of Curriculum and Instruction, University of Arkansas, 2015; Outstanding Research Award, Department of Curriculum and Instruction, University of Arkansas, 2014; Innovative Teaching Award, College of Education and Health Professions, University of Arkansas, 2011; Outstanding Teaching Award, Department of Curriculum and Instruction, University of Arkansas, 2011; Golden Tusk, Division of Student Affairs, University of Arkansas, 2011.

**8. Service activities:** Co-Coordinator, English and Drama/Speech Licensure (2010-present); Assistant Department Chair, Curriculum and Instruction, University of Arkansas. (2017-present); Co-editor,Visible Teaching: Opening Doors as Resistance, *The English Journal,* Spring 2016, Editor*, SIGNAL Journal,* 2015-present; Member, Executive Board, Special Interest Network for Adolescent Literature, 2012- present; Chair, College Council, University of Arkansas, (2013-2014); Member, College Council (2011-2012); Member, One Book, One Community, University of Arkansas (2011-present).

**9. Courses Taught:** CIED 499v: The Hunger Games and YA Dystopian Fiction; CIED 5683: Young Adult Literature and Literary Theory; ENGL 2173: Literacy in America; CIED 5213: Issues and Trends in Literacy Instruction; CIED 5683: Young Adult Literature and Literary Theory ; CIED 6123: New Literacies Seminar.

**10.** **Books**

Connors, S. P. (Ed.). (2014). *The politics of Panem: Challenging Genres.* Rotterdam: Sense.

**Recent Articles and Book Chapters**

Connors, S. P. (forthcoming). An invitation to look deeper into the world: Using young adult fiction to

encourage youth civic engagement. *The ALAN Review.*

Connors, S. P. (forthcoming). **“**I have a kind of power I never knew I possessed”: Surveillance, agency,

and the possibility of resistance in YA dystopian fiction. *Study and Scrutiny: Research on Young*

*Adult Literature.*

Connors, S. P., & Trites, R. S. (forthcoming). *Legend*, exceptionalism, and genocidal logic: A

framework for reading neoliberalism in YA dystopias. *The ALAN Review.*

Botzakis, S., DeHart J. D., & Connors, S. P. (2017). Graphic text and visual literacies in reading

comprehension. In S. Israel (Ed.), *Handbook of research on reading comprehension* (2nd ed.)

(pp. 442-456). New York, NY: Routledge.

Connors, S. P. (2016). Designing meaning: A multimodal perspective on comics reading. In C. Hill

(Ed.), *Teaching comics through multiple lenses: Critical perspectives* (pp. 13-29). London:

Routledge.

Connors, S. P. (2017). The monstrous-feminine and gegemonic masculinity in Rick Yancey’s *The*

*Monstrumologist*. *Children’s Literature Association Quarterly, 42*(1), pp. 91-104.

Soter, A. O., & Connors, S. P. (2017). Language as a field of energy: A critical question for language

pedagogy. *Critical Questions in Education, 8*(1).

Connors, S. P. (2017). “A place thriving with history”: Reclaiming narratives about literacy in the

Arkansas Ozarks. *Journal of Adolescent & Adult Literacy, 60*(4), 443-451*.*

Connors, S.P. (2016). Becoming mockingjays: Encouraging student activism through the study of YA

dystopia.*The ALAN Review, 44*(1), 18-29*.*

Bengston, E., & Connors, S.P. (2016). Contrary socializations: Organizational influence on the teaching

approaches of two beginning teachers in an external threat environment. *Journal of School*

*Leadership, 26*(4), 607-632.

**Dr. Jason Endacott**

Program Name: Bachelor of Arts in Teaching SSED

**1. Faculty member’s full name:** Jason L. Endacott

**2. Education**

a. 2007 PhD: Teaching and Leadership, University of Kansas

b. 2001 MS: Curriculum and Instruction, University of Kansas

c. 1998 BS: Elementary Education, Kansas State University

**3. Academic experience**

a. University of Arkansas, Associate Professor, PhD & MEd program coordinator, (2011-Present)

b. Keene State College, Assistant Professor (2007-2011)

**4. Non-academic experience**

a. Endacott Lighting, Jack of All Trades, (1993-1998)

**5. Current membership in professional organizations**

a. American Educational Research Association

b. National Council for the Social Studies (NCSS)

c. College and University Faculty of NCSS

d. Arkansas Council for the Social Studies

**6. Honors and awards**

a. 2015 Significant Research Award – COEHP University of Arkansas

b. 2014 Rising Star Award – CIED University of Arkansas

c. 2013 University Educator of the Year – Arkansas Council for the Social Studies

**7. Service activities**

a. Program Coordinator – CIED Graduate Programs (2017-Present)

b. President – Arkansas Council for the Social Studies (2015-Present)

c. Search Committee Chair – SEED Clinical Assistant Professor (2015)

d. Chair - CIED Personnel Committee (2016-2017)

e. Member – UA All University Academic Integrity Board (2014-Present)

**8. Courses**

a. CIED 6133 Trends & Issues in Curriculum & Instruction

b. CIED 5243 Special Methods of Instruction I: Social Studies

c. CIED 5253 Special Methods of Instruction II: Social Studies

d. CIED 5273 Research in Curriculum and Instruction

e. CIED 6113 Trends and Issues in Social Studies Education

f. CIED 5313 Methods of Qualitative Research in Curriculum & Instruction

g. CIED 5033 Curriculum Concepts for Teachers

9. **Publications**

* Endacott, J.L., Goering, C.Z., Collet, V., Turner, R., Wright, G.P., Jennings-Davis, J., Denny, G. (2016). On the Frontline of CCSS Implementation: A National Study of Factors Influencing Teachers’ Perceptions of Teaching Conditions and Job Satisfaction. Cogent Education. 3. 1-25.
* Endacott, J.L. (2016). Using video stimulated recall to enhance preservice teacher reflection. The New Educator. 12(1). 28-47.
* Matlock, K., Goering, C.Z., Endacott, J.L., C.Z., Collet, V., Wright, G., Jennings-Davis, J. (2016). Teachers’ views of the Common Core State Standards and its implementation. Educational Review. 68(3). 291-305.
* Endacott, J.L., Wright, G., Goering, C.Z., Collet, V., Jennings-Davis, J., Denny, G. (2015). Robots teaching other little robots: Neoliberalism, CCSS, and teacher professionalism. Review of Education, Pedagogy, & Cultural Studies. 37(5). 414-437.
* Wright, G. & Endacott, J.L., (2015). Historical inquiry and the limits of the Common Core State Standards. Journal of Social Studies Research. XX(XX). X-XX.
* Endacott, J.L. & Pelekanos, C. (2014). Slaves, women and war! Engaging students in historical empathy for enduring understanding. The Social Studies. 106(1). 1-7.
* Endacott, J.L. & Sturtz J. (2014). Historical empathy and pedagogical reasoning. Journal of Social Studies Research. 39(1). 1-16.
* Endacott, J. L. (2014). Negotiating the process of historical empathy. Theory & Research in Social Education, 42(1), 1-31.
* Endacott, J.L. & Goering, C.Z. (2014). Reclaiming the conversation on education. English Journal 103(5), 89-92.

**Presentations**

Endacott, J.L. (2016) Historical Empathy and C3 Inquiry. Paper presented at the annual conference of the College and University Faculty of the National Council for the Social Studies, Washington, DC, December 2016.

Endacott, J.L. (2016) Making the Comfortable Uncomfortable: A Call for Subversive, Anti-Entropy Social Studies Teaching And Learning in Schools and Communities. College and University Faculty of the National Council for the Social Studies, Washington, DC, December 2016.

Historical Empathy and C3 Inquiry. Paper presented at the annual conference of the College and University Faculty of the National Council for the Social Studies, Washington, DC, December 2016.

Broome, J.P. & Endacott, J.L. (2016). “On the Matter of Black Lives”: Using CRT and C3 Inquiry to Examine Current Events. Book chapter presented at the annual conference of the National Council for the Social Studies, Washington, DC, December 2016.

Endacott, J.L. & Broome, J.P. (2016) Teachers’ Views on the “Lessons” of Ferguson. Paper presented at the American Educational Research Association annual conference. Washington, DC, April 2016.

**Dr. Chris Goering**

**Program Name:**  Bachelor of Arts in Teaching, EGED

**1. Name:** Christian Z. Goering

**2. Education:** Ph.D., Curriculum & Instruction, Kansas State University, 2007

**3. Academic experience** – University of Arkansas, associate professor, English education (2012-present); University of Arkansas, assistant professor, English education (2007-2012); Kansas State University, graduate teaching assistant, (2005-2007), Washburn Rural High School, English teacher, (2000-2005).

**4. Non-academic experience:** Discovery Furniture, Weekend Warehouse Manager (2002-2004); Ray Anderson Inc., delivery driver/warehouse for Pella Windows (1999); Bottom Dollar Office Supply, warehouse, delivery (1998-1999); USD 254, inside outside summer maintenance (1996-1998).

**5. Licensure:** National Board Certification for Teachers, English Language Arts, Adolescence and Young Adulthood, 2006-2026; 2000-2019 Kansas Teaching License, 7-12 ELA

**6. Memberships:** National Council of Teachers of English, Conference on English Education, National Writing Project, Literacy Research Association

**7. Awards:** Outstanding Research Award, CIED, 2017; Fellow, UA Teaching Academy, 2016; Super Service Award, CIED 2015; Superior Service Award, COEHP, 2015

**8. Service:** Co-Editor, Speaking Truth to Power Column, *English Journal;* Director, Northwest Arkansas Writing Project; Faculty Director, Center for Children & Youth; Conference on English Education Executive Committee, 2016-2020; Chair, COEHP College Council; CIED Promotion and Tenure Committee, 2016-2017; Co-Coordinator, English and Drama/Speech Licensure

**9. Courses**: CIED 5203: ELA Methods 1, CIED 528V: Internship Supervision; CIED 5843: Representations of American Education in Film, CIED 5223: Disciplinary Literacies; CIED 694V:

**10. Publications:**

**BOOKS**

Johnson, L. & Goering, C.Z. (Eds.) (in press, 2016). *Recontextualized: A framework for teaching English with music.* Rotterdam: Sense Publishers.

Jolliffe, D.A., Goering, C.Z., Anderson, J.A., & Jones, K. *The Arkansas Delta Oral History Project: Culture, place, and authenticity* (in press, 2016). Syracuse University Press.

**RECENT ARTICLES/CHAPTERS**

Witte, S. & Goering, C. Z. (2017). Advocacy, humanity, and hope in the face of an education world gone wrong. In Heidi L. Hallman (Ed.) *Innovations in English Language Arts Teacher Education* (pp. 41-60). London, U.K.: Emerald Press.

Goering, C. Z. & Witte, S. (2017). ‘Good’ teacher as predator: Crossing the double yellow lines in *Blue Car.* In Mary M. Dalton & Laura R. Linder (Eds.) *Screen lessons: What I have learned from teachers on television and in the movies* (pp. 115-122)*.* New York, NY: Peter Lang

Holland, N., Wright, G., & Goering, C. Z. (2016). Rooting professional development in student writing: Three practices to support collaborative formative assessment. *Journal of Staff Development.*

Dean, J., Goering, C.Z. & Nutt, T., (2016). Motivating dialogue: When seventh graders own their learning through discourse analysis. *Voices from the Middle, 23*(4), 19-24.

Goering, C. Z. & Strayhorn, N. (2016). Beyond enhancement: Teaching English through musical arts integration. *English Journal, 105*(5), 29-34.

Endacott, J., Collet, V., Goering, C.Z., Turner, R.C., Denny, G.S., Wright, G., Jennings-Davis, J. (2016). On the frontline of CCSS implementation: A national study of factors influencing teachers’ perceptions of teaching conditions and job satisfaction*. Cogent Education.* DOI: 10.1080/2331186X.2016.1162997

Goering, C.Z., Witte, S., Jennings-Davis, J., Ward, P., Flammang, B., & Gerhardson, A., (2015). The ‘Hollywoodization’ of education reform in *Won’t Back Down*. *Journal of Curriculum & Pedagogy, 12*(3), 205-222.DOI: 10.1080/15505170.2015.1067658

Endacott, J.L., & Goering, C. Z. (2015). Assign letter grades to public schools? The danger of the single performance indicator. *Teachers College Record.* Retrieved from: *http://www.tcrecord.org/Content.asp?ContentID=18834*

Matlock, K.L., Goering, C.Z., Endacott, J., Collet, V., Denny, G.S., Jennings-Davis, J., & Wright, G. (2015). Analysis of teacher’s views of the Common Core State Standards and its implementation. *Educational Review.* DOI: 10.1080/00131911.2015.1070333

Holland, N. & Goering, C.Z. (2015). Structure Speaks: User-Centered Design and Professional Development. *Teaching/Writing: Journal of Writing Teacher Education, 4*(1), 48-63. Retrieved from: http://scholarworks.wmich.edu/wte/vol4/iss1/3

Goering, C. Z. & Wei, H. (2014). Playback and feedback: Revelations of an “Encoding, Decoding” analysis of popular songs used in teaching English in China. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 87*(6), 270-277.

Endacott, J. & Goering, C.Z. (2014). Reclaiming the conversation on education. *English Journal, 103*(5), 89-92.

Goering, C.Z., Holland, N., & Connors, S.P. (2015). Anchoring the teaching of argumentative writing units with young adult literature. In J. A. Hayn, J. S. Kaplan, A. L. Nolen, and H. Olvey (Eds.) *Teaching Young Adult Literature: Integrating, Implementing, and Re-Imagining the Common Core.* (pp. 68-77)Lanham, MD: Rowman & Littlefield.

Endacott, J., Goering, C. Z., O’Brien, J. E. (2015). Aesthetic reading and historical empathy: Humanizing approaches to “Letter from Birmingham Jail.” In P. L. Thomas, P. R. Carr, J. Gorlewski, and B. Porfilio (Eds.) *Pedagogies of Kindness and Respect: On the Lives and Education of Children.* (pp. 145-158) New York, NY: Peter Lang.

**Dr. Ginney Norton**

**Program Name: Bachelor of Arts in Teaching SSED**

**1. Faculty name**: Ginney Norton

**2. Education**

2016 Ph.D.: University of Arkansas Curriculum and Instruction

2011 M.Ed.: University of Arkansas Educational Leadership

2005 BS: Missouri Southern State University Education

**3. Academic experience**

University of Arkansas, Assistant Professor, Curriculum and Instruction, Field Experience Coordinator, 2016-present, full time

University of Arkansas, Graduate Assistant/Fellow, Curriculum and Instruction, 2011-2016

Missouri Southern State University, Assistant to the Dean of Business, 2003-2005

**4. Non-academic experience**

Ruth Barker Middle School, Middle School Teacher, I taught Social Studies all 5 years, year four I taught Literacy and Social Studies, Year 5 Science and Social Studies, 2006-2011

Best Buy, Supervisor, I was responsible for the Digital Imaging Department, then of Customer Service, 1998-2002

**5. Certifications or professional registrations**

2005 Certified in Pre-K-4, and 4-8 all content areass

2011 Certified in Administration K-8

**6. Current membership in professional organizations**

College and University Faculty Association (CUFA), National Council of Social Studies (NCSS), American Association of University Women (AAUW), American Educational Research Association (AERA)

**7. Honors and awards**

2014 Outstanding PhD Student Award, University of Arkansas Department of Curriculum and Instruction:

2009 Teacher of the Year Runner Up

**8. Service activities**

2017 UTEB Committee, 2017, Gender Studies Steering Committee, 2017, Academic and Integrity

Board Alternate, 2017 Personnel Committee, 2016 Gender Studies Steering Committee, 2016 Academic

Integrity Board, Spring 2016 UTEB (as a Graduate Student), 2016 CRWP Liaison, 2014 ERZ Adopt a

Classroom

**9. Courses**

CIED 528v: Field Experiences Spring Immersion, CIED 528v Field Experiences Fall, CIED 5022 Classroom Management, CIED 5333 Curriculum Theory, EDST 3223 American Educational History, GNST 2003 Intro to Gender Studies, CIED 5063 Literacies in Education, EDST 3203 Multicultural Education Issues, CIED 5232 Interdisciplinary Studies,

**10. Publications**

* Norton, G.P. (2017). Classroom strategies for reducing gender inequities in history. In E.L. Brown & G. Zong (Eds), *Gender Equity in the 21st Century.*
* Norton, G. (2016). *Verbing History: A Textualist Approach to Gendered Politics in US history*
* *Curriculum* (Doctoral dissertation, University of Arkansas).
* Holland, N., Wright, G.P., & Goering, C.Z. (2016). What student writing can teach us about teaching. *The Journal of Staff Development, 37*(4), 40-43.
* Wright, G. P. & Endacott, J. (2015, In Press, Corrected proof) Historical Inquiry and the Limitations of CCSS. *The Journal of Social Studies Research.*
* Endacott, J., Wright, G., Goering, C.Z., Collet, V., Jennings-Davis, J., Denny, G. (2015). Robots teaching other little robots: Neoliberalism, CCSS, and teacher professionalism. *Review of* *Education Pedagogy & Cultural Studies, 37*(5), 414-437.

**Conference Presentations and Workshops**

* Holland, N. & Wright, G.P. Playing with Argument Writing. ARtful Teaching Conference, Annual Conference, April 2016
* Wright, G.P. *Gender as a Category of Historical Analysis*. College & University Faculty Assembly National Conference, November 2015.
* Wright, G.P. *Teaching Political Cartoons Using Dr. Seuss*. National Council of Social Studies, Annual Conference, November, 2015
* Wright, G.P. *Talking About Race in the Social Studies Classroom.* Arkansas Curriculum Conference, Annual Conference, October, 2015.
* Wright, G.P. *Classroom Strategies for Reducing Gender Inequities in History*. College & University Faculty Assembly National Conference, November 2013
* Wright, G.P., *The Holocaust: Connecting Children of the Past to Children of Today*. National Council for the Social Studies Annual Conference, November 2012

**11. Institutional resources dedicated to program support**

*a. Describe the available resources (human, fiscal, physical) to support the program, including any specific or special needs that are essential to the program (e.g., laboratory; special equipment or technology; etc.).*

The Program Coordinator of Secondary Education, serving at the pleasure of the Department Head of Curriculum & Instruction, will facilitate the implementation of the program in concert with the involved faculty, the Office of Teacher Education, the College of Education & Health Professions, and the Fulbright College of Arts and Sciences. Additional resources for student success will be provided by the Professional Advisors in the College of Education & Health Professions and the Quality Writing Center in the Fulbright College of Arts and Sciences. No additional human, fiscal,or physical resources are needed to implement the program at this time.

*b. If any courses or academic support services will be provided by other institutions or organizations, include a copy of a signed Memorandum of Understanding (MOU) that outlines the responsibilities of each party and indicates the effective dates.*

No courses or support services will be provided by other institutions or organizations.

**12. Implementation Plan**

*a. Describe how the program will be implemented.*

All faculty and coursework needed for program implementation are in place. BAT faculty and general pedagogy faculty along with the Content Area faculty in the College of Arts and Sciences at the University of Arkansas are working closely together to implement the program. Pending approval for implementation in Fall 2018, faculty have in place plans to interact with the 2018-19 Freshman class by attending orientation and working with the Office of Teacher Education to identify students who express an interest in teaching as a career. Faculty will also meet with advisors in the College of Arts and Sciences and in the College of Education and Health Professions to answer questions about advising.

*b. If a current program is being phased out to be replaced with the proposed new program, then indicate how students in the current program will be accommodated*. **Not Applicable**

**Appendix A: Social Studies Education Degree Plan in 8 Semesters**:

Yellow Highlight-Content; Green-Pedagogy; No Highlight-Core/Electives

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course #** | **Title** | **Hrs** | **Course #** | **Title** | **Hrs** |
| **\*ENGL 1013** | **Composition I** | **3** | **\*ENGL 1023** | **Composition II** | **3** |
| **\*MATH 1203 (or Higher)** | **College Algebra** | **3** | **\*Science Core w/Lab** |  | **4** |
| **\*Humanities** |  | **3** | **HIST 1113** | **Institutions and Ideas of Western Civilization I** | **3** |
| **HIST 2003** | **History of the American People to 1877** | **3** | **HIST 2013** | **History of the American People, 1877-Present** | **3** |
| **CIED 1013** | **Introduction to Education** | **3** | **CIED 1003** | **Introduction to Tech. in Education** | **3** |
| **Total** |  | **15** | **Total** |  | **16** |

***Fall Year Two Spring Year Two***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course #** | **Title** | **Hrs** | **Course #** | **Title** | **Hrs** |
| **\*Fine Arts** |  | **3** | **\*Science Core** |  | **4** |
| **\*Social Sciences**  **HIST 1123** | **Ideas and Institutions of World Civilization II** | **3** | **General Elective** |  | **3** |
| **GEOS 1123 or**  **ANTH 1023** | **Human Geography or**  **Intro to Cultural Anthropology** | **3** | **PLSC 2003** | **American National Government** | **3** |
| **GEOS 2003** | **World Regional Geography** | **3** | **SOC 2013** | **General Sociology** | **3** |
| **CIED 2173** | **Literacy in America** | **3** | **Social Studies** | **Diversity Course**  **See note 2** | **3** |
| **Total** |  | **15** |  |  | **16** |

***Fall Year Three Spring Year Three***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course #** | **Title** | **Hrs** | **Course #** | **Title** | **Hrs** |
| **HIST 4583 or 3383** | **Arkansas & The Nation or**  **Arkansas & the Southwest** | **3** | **3000 level Social Science Elective** | **See note 1** | **6** |
| **ECON 3063** | **Economics for Secondary Teachers** | **3** | **4000-level Social Science Elective** | **See note 1** | **3** |
| **Social Studies** | **Diversity Course**  **See note 2** | **3** | **EDST 3223 or HIST 4893** | **American Educational History or Senior Capstone Seminar** | **3** |
| **SEED 4063** | **Disciplinary Literacies** | **3** | **SEED 4022** | **Classroom Management** | **2** |
| **CIED 4403** | **Understanding Cultures in the Classroom** | **3** | **CIED 3033** | **Classroom Learning Theory** | **3** |
| **Total** |  | **15** |  |  | **17** |

***Fall Year Four Spring Year Four***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course #** | **Title** | **Hrs** | **Course #** | **Title** | **Hrs** |
| **4000-level Social Science Elective** | **See note 1** | **3** | **Elective or CIED 4023** | **Teaching Inclusion in Secondary Settings** | **3** |
| **4000-level Social Science Elective** | **See note 1** | **3** |  |  |  |
| **SEED 4103** | **Methods of Teaching Social Studies** | **3** | **SEED 4113** | **Teaching History, Government, and Economics** | **3** |
| **SEED 328v** | **Teaching Experiences: Practicum** | **2** | **CIED 428v** | **Teaching Experiences:**  **Internship** | **6** |
| **CIED 4023**  **Or Elective** | **Teaching Inclusion in Secondary Settings** | **3** |  |  |  |
| **Total** |  | **14** |  |  | **12** |
| **Total 120 hrs** |  | **59** |  |  | **61** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Minimum of 6 hours with international/non-US focus taken between outlined 15 hours of 3000-/4000-level electives.  2. Chosen from program list:   |  |  |  | | --- | --- | --- | | [HIST 3233](https://nextcatalog.uark.edu/search/?P=HIST%203233) | African American History to 1877 (Sp, Fa) |  | | [HIST 3243](https://nextcatalog.uark.edu/search/?P=HIST%203243) | African American History Since 1877 (Sp, Fa) |  | | [HIST 3093](https://nextcatalog.uark.edu/search/?P=HIST%203093) | Women in U.S. History (Irregular) |  | | [HIST 3263](https://nextcatalog.uark.edu/search/?P=HIST%203263) | History of the American Indian (Fa) |  | | [HIST 3303](https://nextcatalog.uark.edu/search/?P=HIST%203303) | U.S. Immigration History (Sp) |  | | [HIST 3313](https://nextcatalog.uark.edu/search/?P=HIST%203313) | Latinos and Latinas in the U.S. (Fa) |  | | [PLSC 3263](https://nextcatalog.uark.edu/search/?P=PLSC%203263) | Latino Politics (Fa) |  | | [PLSC 3293](https://nextcatalog.uark.edu/search/?P=PLSC%203293) | African American Politics (Fa) |  | | [PLSC 4323](https://nextcatalog.uark.edu/search/?P=PLSC%204323) | Racial Identity, Politics, and Public Policy (Even years, Sp) |  | | [PLSC 4333](https://nextcatalog.uark.edu/search/?P=PLSC%204333) | Southern Politics (Sp) |  | | [PLSC 4593](https://nextcatalog.uark.edu/search/?P=PLSC%204593) | Islam and Politics (Fa) |  | | [PLSC 3853](https://nextcatalog.uark.edu/search/?P=PLSC%203853) | American Foreign Policy (Fa) |  | |
|  |

**Appendix B: Curriculum Matrices**

Matrix For Arkansas Teacher Standards

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **UA Bachelor of Arts in Teaching** | **Course Alignment with Arkansas Teaching Standards** | | | | | | | | | | | | | | | | |
| CIED 1013 | CIED 1003 | CIED 2173 | EDST 3223 | CIED 3033 | CIED 4403 | CIED 4023 | CIED 428v | SEED 4022 | SEED 4063 | SEED 4203 | SEED 4213 | SEED 4103 | SEED 4113 | SEED 4443 | SEED 4523 | SEED 328v |
| **Standard #1 Learner Development** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CIED 428v |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 (a) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (b) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (c) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 (d) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (e) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (f) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (g) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 (h) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (i) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (j) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| 1 (k) | x | x |  |  | x |  | x | x | x | x | x |  |  |  | x | x | x |
| **Standard #2 Learning Differences** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 (a) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (b) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (c) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (d) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (e) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (f) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 (g) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (h) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (i) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (j) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (k) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 (l) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (m) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (n) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 2 (o) | x | x |  |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| **Standard #3 Learning Environments** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 (a) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (b) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (c) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (d) | x | x | x |  | x | x | x | x | x | x |  |  |  |  |  |  | x |
| 3 (e) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (f ) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (g) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (h) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 (i) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (j) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (k) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (l) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (m) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 (n) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (o) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (p) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (q) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| 3 (r) | x | x | x |  | x | x | x | x | x | x | x |  |  |  |  |  | x |
| **Standard #4 Content Knowledge** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 (a) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (b) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (c) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (d) |  |  |  |  | x |  | x | x |  |  | x | x | x |  |  |  |  |
| 4 (e) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (f) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (g) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (h) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (i) |  |  |  |  | x |  | x | x |  |  | x | x | x |  |  |  |  |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 (j) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4(k) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (l) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (m) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (n) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 (o) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (p) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (q) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| 4 (r) |  |  |  |  | x |  | x | x |  |  | x | x | x | x | x | x | x |
| **Standard #5 Application of Content** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 (a) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (b) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (c) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (d) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (e) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (f) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (g) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (h) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 (i) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (j) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (k) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (l) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (m) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (n) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (o) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (p) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 (q) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (r) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| 5 (s) |  |  |  |  |  |  | x | x | x |  | x | x | x | x | x | x | x |
| **Standard #6 Assessment** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 (a) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (b) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (c) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (d) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (e) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (f) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (g) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (h) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (i) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 (j) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (k) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (l) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (m) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (n) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (o) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (p) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 (q) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (r) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (s) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (t) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (u) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| 6 (v) |  |  |  |  |  |  | x | x |  |  | x |  | x | x |  |  | x |
| **Standard #7 Planning for Instruction** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 (a) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* | x | x |
| 7 (b) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* | x | x |
| 7 (c) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* | x | x |
| 7 (d) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* | x | x |
| 7 (e) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (f) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |
| 7 (g) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (h) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (i) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  |  |
| 7 (j) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (k) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (l) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (m) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | x | x |
| 7 (n) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (o) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (p) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 7 (q) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x | x | x |
| **Standard # 8 Instructional Strategies** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 (a) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* |  | *x* |
| 8 (b) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* |  | *x* |
| 8 (c) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* |  | *x* |
| 8 (d) |  |  |  |  |  |  | *x* | *x* |  |  | *x* |  | *x* | *x* | *x* |  | *x* |
| 8 (e) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (f) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (g) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (h) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (i) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 (j) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (k) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (l) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (m) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (n) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (o) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 (p) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (q) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (r) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| 8 (s) |  |  |  |  |  |  | x | x |  |  | x |  | x | x | x |  | x |
| **Standard #9 Professional Learning and Ethical Practice** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 (a) | *x* |  | *x* | *x* | *x* | *x* |  | *x* | *x* | *x* | *x* |  |  |  | *x* | *x* | *x* |
| 9 (b) | *x* |  | *x* | *x* | *x* | *x* |  | *x* | *x* | *x* | *x* |  |  |  | *x* | *x* | *x* |
| 9 (c) | *x* |  | *x* | *x* | *x* | *x* |  | *x* | *x* | *x* | *x* |  |  |  | *x* | *x* | *x* |
| 9 (d) | *x* |  | *x* | *x* | *x* | *x* |  | *x* | *x* | *x* | *x* |  |  |  | *x* | *x* | *x* |
| 9 (e) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (f) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 (g) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (h) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (i) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (j) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (k) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 (l) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (m) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (n) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| 9 (o) | x |  | x | x | x | x |  | x | x | x | x |  |  |  | x | x | x |
| **Standard #10: Leadership and Collaboration** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Performances |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 (a) | *x* |  | *x* | *x* |  | *x* |  | *x* |  |  | *x* |  |  |  | *x* | *x* | *x* |
| 10 (b) | *x* |  | *x* | *x* |  | *x* |  | *x* |  |  | *x* |  |  |  | *x* | *x* | *x* |
| 10 (c) | *x* |  | *x* | *x* |  | *x* |  | *x* |  |  | *x* |  |  |  | *x* | *x* | *x* |
| 10 (d) | *x* |  | *x* | *x* |  | *x* |  | *x* |  |  | *x* |  |  |  | *x* | *x* | *x* |
| 10 (e) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (f) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (g) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (h) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (i) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (j) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (k) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| Essential Knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 (l) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (m) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (n) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (o) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| Critical Dispositions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 (p) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (q) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (r) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |
| 10 (s) | x |  | x | x |  | x |  | x |  |  | x |  |  |  | x | x | x |

**Matrix for TESS**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **B.A.T** | **Course Alignment with Teacher Excellence and Support System** | | | | | | | | | | | | |  |  |  |  |
|  | CIED 1013 | CIED 1003 | CIED 2173 | EDST 3223 | CIED 3033 | CIED 4403 | CIED 4023 | CIED 428v | SEED 4022 | SEED 4063 | SEED 4203 | SEED 4213 | SEED 4103 | SEED 4113 | SEED 4443 | SEED 4523 | SEED 328v |
| **Section I: Framework for Teaching** | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CIED 428v |
| **Domain 1: Planning and Preparation** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.a | x | x | x |  | x | x | x | x | x |  | x | x | x | x | x | x | x |
| 1.b | x | x | x |  | x | x | x | x | x |  | x | x | x | x | x | x | x |
| 1.c | x | x | x |  | x | x | x | x | x |  | x | x | x | x | x | x | x |
| 1.d | x | x | x |  | x | x | x | x | x |  | x | x | x | x | x | x | x |
| 1.e | x | x | x |  | x | x | x | x | x |  | x | x | x | x | x | x | x |
| 1.f | x | x | x |  | x | x | x | x | x |  | x | x | x | x | x | x | x |
| **Domain 2: The Classroom Environment** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.a |  | x |  |  | x |  | x | x | x |  | x | x | x | x | x | x | x |
| 2.b |  | x |  |  | x |  | x | x | x |  | x | x | x | x | x | x | x |
| 2.c |  | x |  |  | x |  | x | x | x |  | x | x | x | x | x | x | x |
| 2.d |  | x |  |  | x |  | x | x | x |  | x | x | x | x | x | x | x |
| 2.e |  | x |  |  | x |  | x | x | x |  | x | x | x | x | x | x | x |
| **Domain 3: Instruction** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.a | x | x |  |  | x | x | x | x |  | x | x | x | x | x | x | x | x |
| 3.b | x | x |  |  | x | x | x | x |  | x | x | x | x | x | x | x | x |
| 3.c | x | x |  |  | x | x | x | x |  | x | x | x | x | x | x | x | x |
| 3.d | x | x |  |  | x | x | x | x |  | x | x | x | x | x | x | x | x |
| 3.e | x | x |  |  | x | x | x | x |  | x | x | x | x | x | x | x | x |
| **Domain 4: Professional Responsibilities** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.a | x |  | x | x |  | x |  | x | x |  | x | x |  |  | x | x | x |
| 4.b | x |  | x | x |  | x |  | x | x |  | x | x |  |  | x | x | x |
| 4.c | x |  | x | x |  | x |  | x | x |  | x | x |  |  | x | x | x |
| 4.d | x |  | x | x |  | x |  | x | x |  | x | x |  |  | x | x | x |
| 4.e | x |  | x | x |  | x |  | x | x |  | x | x |  |  | x | x | x |
| 4.f | x |  | x | x |  | x |  | x | x |  | x | x |  |  | x | x | x |
| **Section II: Law and Process** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1. TESS Objectives** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | x |
| 1.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 1.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 1.4 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 1.5 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 1.6 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **2. TESS Teacher Requirements** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 2.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 2.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **3. Framework for Teaching Design** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 3.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 3.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 3.4 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **4. TESS Evidence Collection** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 4.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 4.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 4.4 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 4.5 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 4.6 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **5. TESS Rubric Formula** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **6. Arkansas TESS Teacher Tracks** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 6.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 6.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 6.4 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **7. Professional Growth Plan** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 7.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 7.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 7.4 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| **8. Mentor Process** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.1 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 8.2 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 8.3 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | X |
| 8.4 |  |  |  |  |  |  |  | x |  |  |  |  |  |  |  |  | x |

**Matrix for ADE Competencies: Social Studies Education**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Social Studies 7-12** | **Course Alignment with ADE Content Competencies** | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |
|  | HIST 1113 | HIST 1123 | HIST 2003 | HIST 2013 | PLSC 2003 | SOCI 2013 | GEOS 2003 | ECON 3063 | HIST 3383 | HIST 4583 | GEOS 1123 | ANTH 1023 | HIST 3233 | HIST 3243 | HIST 3093 | HIST 3263 | HIST 3443 | HIST 3453 | HIST 3473 | HIST 3603 | HIST 3613 | GEOS 4043 | GEOS 4243 | GEOS 4693 | HIST 4133 | HIST 4203 | SEED 5103 | SEED 5113 | CIED 2173 |
| **1. Social Studies as a Field of Study** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |
| 1.2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |
| 1.3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |
| 1.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |
| 1.5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |
| 1.6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |
| 1.7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |
| 1.8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |
| 1.9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |
| 1.10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |
| 1.11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |
| 1.12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |
| 1.13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |
| 1.14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |
| 1.15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |
| 1.16 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |
| 1.17 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |
| 1.18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |
| **2. United States History** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.1 |  |  | X | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  |  |  |  |
| 2.2 |  |  | X | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  |  |  |  |
| 2.3 |  |  | X | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  |  |  |  |
| 2.4 |  |  | X | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  |  |  |  |
| 2.5 |  |  | X | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  |  |  |  |
| 2.6 |  |  | X | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  |  |  |  |
| 2.7 |  |  | X | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  |  |  |  |
| 2.8 |  |  | X | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  |  |  |  |
| 2.9 |  |  | X | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  |  |  |  |
| 2.10 |  |  | X | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  |  |  |  |
| 2.11 |  |  | X | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  |  |  |  |
| 2.12 |  |  | X | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  |  |  |  |
| 2.13 |  |  | X | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  |  |  |  |
| 2.14 |  |  | X | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  |  |  |  |
| 2.15 |  |  | X | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  |  |  |  |
| 2.16 |  |  | X | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  |  |  |  |
| 2.17 |  |  | X | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  |  |  |  |
| 2.18 |  |  | X | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  |  |  |  |
| 2.19 |  |  | X | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  |  |  |  |
| 2.20 |  |  | X | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  |  |  |  |
| 2.21 |  |  | X | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  |  |  |  |
| 2.22 |  |  | X | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  |  |  |  |
| 2.23 |  |  | X | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  |  |  |  |
| 2.24 |  |  | X | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  |  |  |  |
| 2.25 |  |  | X | X |  |  |  |  |  |  |  |  | X | X | X | X |  |  |  | X | X |  |  |  |  |  |  |  |  |
| **3. World History** | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.1 | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  | X | X |  |  |  |
| 3.2 | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  | X | X |  |  |  |
| 3.3 | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  | X | X |  |  |  |
| 3.4 | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  | X | X |  |  |  |
| 3.5 | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  | X | X |  |  |  |
| 3.6 | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  | X | X |  |  |  |
| 3.7 | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  | X | X |  |  |  |
| 3.8 | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  | X | X |  |  |  |
| 3.9 | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  | X | X |  |  |  |
| 3.10 | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  | X | X |  |  |  |
| 3.11 | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  | X | X |  |  |  |
| 3.12 | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  | X | X |  |  |  |
| 3.13 | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  | X | X |  |  |  |
| 3.14 | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  | X | X |  |  |  |
| 3.15 | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  | X | X |  |  |  |
| 3.16 | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  | X | X |  |  |  |
| 3.17 | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  | X | X |  |  |  |
| 3.18 | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  | X | X |  |  |  |
| 3.19 | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  | X | X |  |  |  |
| 3.20 | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  | X | X |  |  |  |
| 3.21 | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  | X | X |  |  |  |
| 3.22 | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  | X | X |  |  |  |
| 3.23 | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  | X | X |  |  |  |
| **4. Geography** | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.1 |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  |
| 4.2 |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  |
| 4.3 |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  |
| 4.4 |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  |
| 4.5 |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  |
| 4.6 |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  |
| 4.7 |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  |
| 4.8 |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  |
| 4.9 |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  |
| 4.10 |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  |
| 4.11 |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  |
| 4.12 |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  |
| 4.13 |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  |
| 4.14 |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  |
| 4.15 |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  |
| 4.16 |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  |
| 4.17 |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  |
| 4.18 |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  |
| 4.19 |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  |
| 4.20 |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  |
| 4.21 |  |  |  |  |  |  | X |  |  |  | X |  |  |  |  |  |  |  |  |  |  | X | X | X |  |  |  |  |  |
| **5. Government, Politics, and Civics** | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.1 |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |
| 5.2 |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |
| 5.3 |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |
| 5.4 |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |
| 5.5 |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |
| 5.6 |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |
| 5.7 |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |
| 5.8 |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |
| 5.9 |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |
| 5.10 |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |
| 5.11 |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |
| 5.12 |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |
| 5.13 |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |
| 5.14 |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |
| 5.15 |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |
| 5.16 |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |
| 5.17 |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |
| 5.18 |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |
| 5.19 |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X |  |  |  |  |  |
| **6. Economics (Production, Distribution, and Consumption)** | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.1 |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.2 |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.3 |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.4 |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.5 |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.6 |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.7 |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.8 |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.9 |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.10 |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.11 |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.12 |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.13 |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.14 |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.15 |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.16 |  |  |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7. Anthropology, Sociology, and Psychology** | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.1 |  |  |  |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| 7.2 |  |  |  |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| 7.3 |  |  |  |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| 7.4 |  |  |  |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| 7.5 |  |  |  |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| 7.6 |  |  |  |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| 7.7 |  |  |  |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| 7.8 |  |  |  |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| 7.9 |  |  |  |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| 7.10 |  |  |  |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| 7.11 |  |  |  |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| 7.12 |  |  |  |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| 7.13 |  |  |  |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| 7.14 |  |  |  |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| 7.15 |  |  |  |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| 7.16 |  |  |  |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| 7.17 |  |  |  |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| 7.18 |  |  |  |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| 7.19 |  |  |  |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| 7.20 |  |  |  |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| 7.21 |  |  |  |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| 7.22 |  |  |  |  |  | X |  |  |  |  |  | X |  |  |  |  |  |  |  |  |  |  |  |  | X |  |  |  |  |
| **8. Incorporate Disciplinary Literacy** | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |
| 8.2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |
| 8.3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |
| 8.4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |
| 8.5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |
| 8.6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |
| 8.7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |
| 8.8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |
| 8.9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |
| 8.10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |
| 8.11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |
| 8.12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |
| 8.13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |
| 8.14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |
| 8.15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |
| 8.16 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |
| 8.17 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |
| 8.18 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |
| 8.19 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |
| 8.20 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | X | X | X |

**Appendix C.: Syllabi and Course Descriptions**

*Pedagogy Courses: 40 hours*

**CIED 1003. Introduction to Technology in Education (Sp, Su, Fa). 3 Hours.**

A study of computer technology as it relates to teacher education. This course introduces students interested in teacher education to the knowledge and skills required to demonstrate their proficiency in technology and learning.

Syllabus

**CIED 1003: INTRODUCTION TO TECHNOLOGY IN EDUCATION**

**SYLLABUS**

Please see the Course Manual for policy and procedure.

**1. Program Affiliation:** Career and Technical Education

**1.1 Course Number and Title:** CIED 1003: Introduction to Technology in Education

**Prerequisite**: None

**Meets:** Global Campus

**Offered:** Spring, Summer, Fall

**1.2 Professor:** Betsy Orr, Ed.D.

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

Peabody Hall, Room 315

Telephone: Email Dr. Orr for her cell phone number

Office hours: please email [borr@uark.edu](mailto:borr@uark.edu) for an apt.

**1.3 Textbooks and/or Supplementary Materials**

1.3.1. Course manual (published in Blackboard)

1.3.2. University and instructor library

1.3.3. Curriculum frameworks from the Arkansas Department of Education

1.3.4. Internet resources

1.3.5. Specialty professional organizations

**Supplemental Textbooks**

Ciampa, M. (2014). Security awareness: Applying practical security in your world. Cengage Learning: Boston, MA.

Danielson, C. (2009). Implementing the framework for teaching in enhancing professional practice. ASCD, Alexandria, VA.

Forcier, R. C. & Descy, D. E. (2005). The computer as an educational tool: Productivity and problem solving (4th ed.). Pearson Merrill Prentice Hall: Columbus, OH.

Hartnell-young, E. & Morriss, M. (2007). Digital portfolios. Corwin Press: Thousand Oaks, CA.

Howland, J. L., Johassen, D. & Marra R. M. (2012). Meaningful learning with technology. (4th ed.) Pearson: Boston, MA.

Miller, M. (2010). Google apps. Prentice Hall: Columbus, OH.

Montgomery, K. K. & Wiley, D. A. (2008). Building e-portfolios using powerpoint: A guide for educators. Sage Publications: Los Angeles, CA.

Morley, D. & Parker, C. S. (2006). Understanding computers: Today and tomorrow. (10th ed.) Thomson Course Technology, Boston: MA.

Morrison, G. R. & Lowther, D. L. (2010). Integrating computer technology into the classroom. (4th ed.) Pearson: Boston, MA.

O'Bannon, B. W. & Puckett, K. (2010). Preparing to use technology. Pearson: Boston, MA.

Powell, S. D. (2012). Your introduction to education. Pearson: Boston, MA.

Recesso, A. & Orrill, C. (2008). Integrating technology into teaching. Houghton Mifflin Company: New York, NY.

Richardson, W. (2009). Blogs, wikis, podcasts and other powerful web tools for the classrooms. Corwin Press: Thousand Oaks, CA.

Ryan, K., Cooper, J. M., & Tauer, S. (2008). Teaching for student learning: Becoming a master teacher. Houghton Mifflin Company: New York, NY.

Smaldino, S. E., Russell, J. D., Heinich, R. & Molenda, M. (2012). Instructional technology and media for learning (8th ed.) Pearson Merrill Prentice Hall: Columbus, OH.

Shelly, G. B., Cashman, T. J., Gunter, G. A. & Gunter, R. E. (2006). Teachers discovering computers: Integrating technology and digital media in the classroom. Thomson Course Technology: Boston, MA.

**PLEASE READ THE COURSE MANUAL FOR ADDITIONAL INFORMATION.**

Stair, R. M. & Reynolds, G. W. (2016). Principles of information systems. Cengage Learning: Boston, MA.

Thorsen, C. (2009). Tech tactics. Allyn and Bacon: Boston, MA.

Vermatt, M. E. (2014) Microsoft office 2013: Introductory. Cengage Learning: Boston, MA.

Watkins, R. (2005). E-learning activities. John Wiley & Sons: San Francisco, CA.

Weixel, S., Fulton, J., Barksdale, K., Morse, C. & Morse, B. (2004). Multimedia basics. Thomson Course Technology: Boston, MA.

Williams, R. & Tollett, J. (2006). The non-designer's web book. Peachpit Press: Berkeley, CA.

Wolber, D., Abelson, H., Spertus, E. & Looney, L. (2015). App Inventor 2: Create your own android apps. O’Reilly Media: Sebastopol, CA

**Internet Resources**

Arkansas Computer Science Frameworks

<http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/curriculum-framework-documents/computer-science>

Arkansas Department of Education

<http://www.arkansased.gov/>

Arkansas Department of Career Education (Agricultural Science, Business Education, Family and Consumer Science, Technology Education)

<http://ace.arkansas.gov/cte/informationForms/curriculumFrameworks/Pages/default.aspx>

Arkansas Science Curriculum Frameworks

<http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/curriculum-framework-documents/science>

Career and Technical Education Curriculum Frameworks (CATE students)

<http://ace.arkansas.gov/cte/informationForms/curriculumFrameworks/Pages/default.aspx>

Charlotte Danielson: A Framework for Teaching

<https://danielsongroup.org/framework/>

<http://tpep-wa.org/wp-content/uploads/Danielson-at-a-glance.pdf>

Charlotte Danielson: A Framework for Teaching Evaluation Instrument (2011)

<http://tpep-wa.org/wp-content/uploads/the-framework-for-teaching-evaluation-instrument-2011.pdf>

Charlotte Danielson: A Framework for Teaching Evaluation Instrument (2013)

[file:///C:/Users/Betsy/Desktop/2013-framework-for-teaching-evaluation-instrument.pdf](file:///C:\Users\Freddie\Documents\Freddie%20Land\BSE%20in%20Education\BAT%20Final%20Document\2013-framework-for-teaching-evaluation-instrument.pdf)

Common Core State Standards

<http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/common-core-state-standards>

**PLEASE READ THE COURSE MANUAL FOR ADDITIONAL INFORMATION.**

Curriculum Framework Documents

<http://www.arkansased.gov/divisions/learning-services/curriculum-and-instruction/curriculum-framework-documents>

International Society for Technology in Education (ISTE)

<http://www.iste.org/welcome.aspx>

**1.4 Chalk and Wire Policy**

Chalk and Wire is not a required component of this course.

**2. Course Description/Justification**

**2.1 Catalog Description:** A study of computer technology as it relates to teacher education. This course introduces students interested in teacher education to the knowledge and skills required to demonstrate their proficiency in technology and learning.

**2.2** **Relationship to Knowledge Base**: Basic Level

This course is primarily related to the Scholar-Practitioner Model as one of the basic level courses. The course looks at ways in which technology may be used as a tool to facilitate changes in the way teachers teach and students learn. The course is enhanced with supplemental activities that prepare scholar-practitioners to incorporate new trends in computer technology into the educational settings. Scholar-practitioners will have the opportunity to utilize technology that enhances the instructional process.

**3**. **Goals and Objectives**

**3.1 Goals**

This course is designed to provide an overview of how technology can be used as a tool to enhance classroom teaching and student learning. Main emphasis will be placed on the hands-on learning of software applications that are widely used in education programs as well as emerging trends and issues in computer technology. Classroom teachers and educational leaders must apply their knowledge of pedagogy, learning theory, technology, and assessment techniques in order to address the needs of all learners.

All candidates pursuing degrees in the College of Education and Health Professions are expected to apply the principles of the conceptual framework as *Scholar Practitioners.* The scholar practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community. The scholar practitioner is **knowledgeable, skillful, caring and inquiring.**

*For a copy of the Conceptual Framework document go to the following sit*e:

<https://ep3.chalkandwire.com/ep2_uark/SecureUrlPage.aspx?urlId=55271518&PageId=138178&u=guest&cus=164>

The specific goal is this course is to

3.1.1. Provide an overview of how technology can be used as a tool to enhance classroom teaching and student learning. Main emphasis will be placed on the hands-on learning of software applications that are widely used in education programs as well as emerging trends and issues in computer technology. Classroom teachers and educational leaders must apply their knowledge of pedagogy, learning theory, technology, and assessment techniques in order to address the needs of all learners.

**3.2. Objectives**

Upon completion of this course the student should be able to:

3.2.1. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology. (Domain 1: Planning and Preparation, Domain 2: Classroom Environment)

3.2.2. Identify and utilize the types of computer equipment, applications and software needed to enhance curriculum using the Arkansas Curriculum Frameworks. (Domain 1: Planning and Preparation)

3.2.3. Recognize how to access, evaluate, and use information to improve teaching and learning. (Domain 1: Planning and Preparation, Domain 3: Instruction)

3.2.4. Use computer applications and tools to design instruction. (Domain 3: Instruction/ ATS 4)

3.2.5. Implement technology educational materials. (Domain 1: Planning and Preparation, Domain 3: Instruction/ ATS 5)

3.2.7. Identify Internet resources for facilitating learning and emerging technologies. (Domain 1: Planning and Preparation/ ATS 4)

3.2.8. Explore, evaluate and use technology resources (software, tools, etc.) (Domain 1: Planning and Preparation, Domain 3: Instruction / ATS 4)

**4. Student Activities and Experiences**

**Accommodations**

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

**Academic Integrity**

The Academic Integrity policy is strictly adhered to in this course. The policy should be reviewed at <http://catalogofstudies.uark.edu/2882.php> The Academic Integrity Sanction Rubric should be reviewed at <http://catalogofstudies.uark.edu/2882.php>

The application of the University of Arkansas Academic Integrity Policy will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Integrity Policy. Academic dishonesty involves acts, which may subvert or compromise the integrity of the educational process.

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

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

**Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden**. State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me. Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.

**Collaboration, working with another student enrolled in any section of CIED 1003, or any working with another individual on any of the assignments in this course are strictly forbidden.** All work submitted by students in this class must be expressly their own unique work. Copying any work from another student’s paper is not allowed.

Examples of violations, but not limited to

1. Collaborating with another student or person to work on assignments in this course. One example of collaboration is looking up resources for assignments together, writing assignments together, discussing responses to assignments with another person to obtain additional information.
2. Submitting work as your own when you did not create the work.
3. Submitting work that has been previously offered for credit in another course.
4. Falsification of participation. Having someone else submit your work.
5. Plagiarizing, that is, one’s own work, the words, ideas, or arguments of another person or using the work of another without appropriate attribution by quotation, reference, or footnote. Plagiarizing often leads the reader to believe that the person that submitted the work actually created the work.
6. Loaning a copy of your submitted work to another student or person.
7. Substituting your name on another student’s or person’s paper to lead the reader to believe that you created and/or developed the work

**Inclement Weather**

**Inclement weather does not affect online courses.** Due dates do not change because of inclement weather. If a due date needs to be changed because of a **statewide outage** your Instructor will post the revised due date in Blackboard.

For information regarding whether the university is closed or an inclement weather day is declared (please remember, this course is not affected by inclement weather), use the following sources:

* 1. See the inclement weather web site at http://emergency.uark.edu/11272.php
  2. Call 479-575-7000 or the university switchboard at 575-2000 for recorded announcements about closings.
  3. Check voice mail for announcements.
  4. Listen to KUAF Radio, 91.3 FM, or other local radio and television stations for announcements.
  5. Contact your supervisor.

If the university remains open, no announcement will be made.

*This is an online class; therefore, inclement weather does not postpone due dates. All due dates are adhered to in this course unless the Instructor determines otherwise.*

**4.1. Assignments/Tasks**

Grades for each student will be based on the assignments listed in Blackboard. Directions and grading rubrics for all of the assignments are provided in the Assignments & Rubrics link in Blackboard. The Course Manual and class materials are published in Blackboard. Other assignments will be required as needed and they will be published in Blackboard. Assignments are subject to change as needed.

All assignments require the use of a PC. All assignment directions are given correctly for PC users.

**5. Content Outline (tentative, changes each semester based on the needs of the learners)**

1. 5.1. Goal Statement
2. 5.2. Google News
3. 5.3. Mullins Library
4. 5.4. Google Scholar
5. 5.5. Teacher Tube
6. 5.6. Quizlet
7. 5.7. Jeopardy Lab
8. 5.8. Jeopardy Game Review
9. 5.9. Magazine Cover
10. 5.10. Motivational Poster
11. 5.11. Introduction to Coding
12. 5.12. Coding – Moana: Wayfinding with Code
13. 5.13. Coding – Code with Anna and Elsa
14. 5.14. Design Your Own Business Card
15. 5.15. Using Prezi
16. 5.16. Creating a Personal Blog
17. 5.17. Blogging Boot Camp
18. 5.18. Weebly Web Page, Part 1
19. 5.18. Weebly Web Page, Part 2
20. 5.19. Survey Monkey (fall and spring semesters only)
21. 5.21. Other Assignments as Needed

**6. Evaluation Policies**

6.1. Grades for the course will be based on successful completion of all required assignments **by the due date** **and time**. Grading rubrics, due dates and times and the Course Manual are published in Blackboard. All assignments must be submitted via Blackboard. Submissions are not accepted nor are they graded if submitted via email. Course assignments must be submitted in the correct assignment submission link.

Due dates are strictly adhered to in this course. The only exceptions made are if you are in the hospital or if there is a death in the immediate family. Appropriate documentation must be provided for both. If there is an immediate death in the family please provide the url of the obituary or the funeral program. Hospital document may include admission papers. If your hospital stay is for a scheduled test or surgery you must complete the assignment in advance. Exceptions are only made for emergency surgeries (no advance notice was known by you). Athletes must submit assignments by the due date/time. Because this is an online course all students should be able to meet the deadline and additional time to complete assignments is not a factor in this course.

Any url that is required for an assignment MUST be working correctly by the due date/time. Frequently students will submit the url to the main Weebly, Blogger, Prezi, Teacher Tube, coding or Jeopardy web (those are just examples) site but not the url to the student’s weebly, blog, Prezi, coding or Jeopardy game. This is equivalent to not submitting the assignment. Late submissions are not accepted for full credit. The url must be correct at the time the assignment is due.

Grades are determined in the following ways:

Points allocated on the grading rubrics will be used to grade all assignments.

If one day late you will be allowed to receive half credit. If Blackboard shows that you submitted the assignment after the due date/time you will receive half credit for the assignment. **Having an assignment clear Blackboard at 4:31 PM is considered late.** Anything submitted 24 hours or more after the due date and time will be awarded zero points.

Blackboard will have percentage grades available and updated after each assignment is graded. If you do not see this information please contact Blackboard Help.

Important notes about Blackboard: Blackboard will not show that you submitted an assignment at the time you hit *Submit.* Instead, the time and date provided will be the time and date that it was cleared in Blackboard. Due to server demands on your computer or on the Blackboard server it may occasionally take longer to clear. It is highly recommended that you submit your assignment several hours before they are due; the ideal situation would be to submit your assignment at least 24 – 48 hours before the due date/time. Please read the Course Manual for more information

6.2. Grades will be assigned using the scale below:

A = Distinguished – 100% - 91%

B = High Quality – 90% - 81%

C = Acceptable – 80% - 71%

D = Poor Quality – 70% – 61%

F = Not Acceptable – below 61%

Extra credit will not be provided at the end of this course. Emails asking for extra credit at the end of the semester will not be responded to. Please do your best and adhere to deadlines and you will not be faced with needing a “better” grade.

6.3. Incomplete Policy: Students will not be given an incomplete grade in the course without sound reason and documented evidence. **In any case, for a student to receive an incomplete, he or she must be passing and must have completed a significant portion of the course.**

**7. Syllabus Change**

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

**CIED 1013. Introduction to Education (Sp, Fa). 3 Hours.**

Integrates psychological, sociological, and philosophical foundations of education with concurrent involvement in field experiences. Encourages prospective teachers to become reflective practitioners by emphasizing organization of school systems, planning and implementation of effective classroom environments, development of teaching styles, and new directions in education. An 18-hour early field experience designed to give prospective teachers opportunities to observe and participate in a variety of school settings is incorporated in this introductory course to education.

Syllabus

**INTRODUCTION TO EDUCATION**   
  
CIED 1013: Introduction to Education: Lecture and Practicum  
University of Arkansas College of Education and Health Professions  
Department of Curriculum and Instruction  
Class Dates and Times:  
@TeachEd\_UA

Instructor: Jennifer Beasley, Ed.D. Email: [jgbeasle@uark.edu](mailto:jgbeasle@uark.edu)  
Phone: (office) 479-575-6195 (cell) 479-856-2535 Office Hours: Mondays 1-3:00pm  
REMIND Class Code: @cied10

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

**REQUIRED TEXTBOOK:** THOSE WHO CAN, TEACH by Ryan & Cooper, 14th Edition, 2015, Cengage Learning (Belmont, California): ***MindTAP printed access code*** (MindTAP with ebook ISBN 9781305507630 or MindTAP bundle with looseleaf textbook ISBN 9781305622913)

1. **RELATIONSHIP TO KNOWLEDGE BASE:** Introduction to Education is an initial level course and is included in the Professional and Pedagogical standards. It is the first education course required and is a prerequisite for all other professional education courses. A letter grade of a “C” must be obtained in this introductory course before a student may advance to any other professional education course. This course links classroom theory with active involvement in public school settings. The course is designed to introduce students to the career of teaching and to the way education occurs in the classroom.
2. **COMPETENCIES:** Upon completion of CIED 1013, students will be able to:
3. Describe the teaching/learning process based on observations and limited participation. (InTASC 1, 2, 3/ TESS DOMAIN 1)
4. Recognize the practical applications of philosophical concepts in the classroom. (InTASC 1, 9)
5. Reflect on personal experiences within education and recognize how personal experiences influence perceptions of education. (InTASC 9/ TESS DOMAIN 4)
6. Delineate the predominant issues and social trends confronting contemporary education and the educational profession, including diversity and multiculturalism. (InTASC 3, 9, 10/ TESS DOMAINS 1, 4)
7. Discuss teaching as a profession, including professional ethnics. (InTASC 9, 10/ TESS DOMAIN 4)
8. Identify major historical events and persons who have influenced the progression and development of American education.
9. Differentiate the various educational philosophies that undergird educational practice.
10. Explain how educational philosophies influence the choice of curriculum and classroom instructional practices, including the utilization of technology in instruction.
11. Develop a personal philosophy concerning teaching and learning. (InTASC 9, 10/ TESS DOMAIN 4)
12. Reflect on personal experiences within education and recognize their influence on one’s perception of education.
13. Delineate the predominant issues and societal trends confronting contemporary education and the educational profession, including societal problems, public school funding, multiculturalism, and educational reform. (InTASC 1, 2, 3/ TESS DOMAIN 1)
14. Discuss teaching as a profession, including professional ethics. (InTASC 9, 10/ TESS DOMAIN 4)
15. Descibe the role of the law in education with an emphasis on the rights and responsibilities of teachers and learners. (InTASC 9/ TESS DOMAIN 4)
16. Analyze the impact of recent research and selected trends upon current and future practices of educators. (InTASC 4, 5/ TESS DOMAIN 3)
17. **COURSE REQUIREMENTS:**
18. READINGS: Students are required to purchase MindTAP, and readings assigned from the textbook and other sources, including electronic sources, must be read prior to the class ssession in which the readings will be discussed.
19. ARTICLE CRITIQUES: This requirement involves reading and critiquing three articles from professional (Peer-Reviewed) journals pertaining to current topics in the field of education. The articles selected should be at least 5 pages long (a minimum), not including pages that are filled with graphics or pictures. In order to be current in the field of education, articles should be less than ten years old. Specific instructions for formating a critique will be furnished in class. All articles are written using the style of writing expected at the collegiate level using the American Psychological Association (APA) guidelines. A resource for learning about this style can be found online by going to <http://owl.english.purdue.edu/> . It is recommended that each student carefully consider the rubric that will be used to grade the article critiques in order to comply with the standards that are set for this assignment.
20. PERSONAL PHILOSOPHY PAPER: Each student will write a formal position paper describing his or her emerging personal philosophy of education. The position paper should portray a philosophy of education as it is related to the educational philosophies and theories studied in class. In addition, in developing the framework for a personal philosophy, the following guiding questions should be addressed:
21. Which philosophy/philosophies of education seem most in line with my own beliefs?
22. Based on my educational philosophy, what do I hope to achieve as a teacher?
23. What events or people have influenced my beliefs about education?
24. What will the learning environment of my classroom look like, based on my philosophy?
25. What historical perspectives also support my philosophical ideas about education? What current research? What of my personal experiences?

\*Other important ideas or questions discussed in class or that are based on personal experiences can be included in the framing of a personal philosophy. It is highly recommended that each student carefully consider the rubric that will be used to grade the personal philosophy papers in order to comply with the standards set for this assignment.

Additional Assignments

1. One Group Project/Final
2. Weekly Quizzes
3. Membership to Educators Rising
4. Attendance

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

**V: GRADING**

1. Article Critiques: 3 assigned at 35 points each
2. Group Project/Final: 30 points
3. Philosophy Paper: 100 points
4. Weekly Quizzes: 10 or more at 10 points each
5. Attendance at the four scheduled observations in area schools= 120 points
6. Notes from the four scheduled observations in area schools = 120 points
7. Completed document identifying where/when the six flexible hours of observation occurred = 60 points
8. Typed reflection based on observation experiences for the six flexible hours of observation = 40 points.

TOTAL POINTS WILL VARY ACCORDING TO THE NUMBER OF QUIZZES or Possible Adjustments to the assignments made during the semester

Grading Scale: A=100-90. B=89-80. C=79-70. D=69-60. F=59 or lower.

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

**VI: ACADEMIC HONESTY**

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

**VII. INCLEMENT WEATHER**: All classes are cancelled when the university is closed. For the university weather policy, please see: http://safety.uark.edu/inclement-weather/

**VIII. ATTENDANCE POLICY AND LATE WORK POLICY:**

Attendance: “Student absences resulting from illness, family crisis, university-sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or subpoena for court appearance, military duty, and religious observances are excusable according to university rules. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.” (Academic Regulations, University of Arkansas Catalog of Studies) This course will meet only once a week and students with unexcused absences will lose discussion points for the class period. Any student who leaves during the half-time break, will lose half discussion points. Furthermore, more than one unexcused absence will result in a 10-point penalty on the final class grade. You are expected to have completed all assigned readings and to come to class with your readings, your notes from the readings, and questions and insights to share. Active participation in the course is essential and expected. Repeated tardiness could result in loss of participation points.   
In regards to observation days:

1. If you cannot attend a scheduled observation, you must contact your instructor by phone or text at LEAST 15 MINUTES PRIOR TO THE TIME YOU WERE SCHEDULED TO ENTER THE HOST SCHOOL CLASSROOM.
2. You must follow up the initial contact with your instructor with an email fully explaining the reason for your absence, and this email must be sent by noon on the day absent.

BECAUSE OF SCHOOLS’ SCHEDULES, IT CAN BE VERY DIFFICULT TO MAKE UP A MISSED OBSERVATION.

1. Notes and reflection papers are due to be turned in and are always due at the very next class.

Makeup Policies: Late work will not be accepted without penalty. A 10 percent reduction in grade per day will be apportioned except in extraordinary circumstances (death in the family, serious illness, etc.). If you have an excused absence as defined above, you may take a makeup examination.

**IX: STUDENTS WITH DISABILITIES**

Students who have difficulty with learning tasks or with physical issues should contact the Center for Educational Access at: <http://www.uark.edu/ua/csd/>. The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Moreover, the University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).

**X. EMERGENCY PROCEDURES**

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

**Severe Weather (Tornado Warning):**

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

**Violence/Active Shooter (CADD)**

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

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

1. In addition to the observations at the two public schools, students are required to spend a minimum of six hours in additional observations. These observations are known as “flexible hours” and provide opportunities to observe school settings that may be outside of the traditional classroom. Students are to complete the Flexible Hours Form and are to write a two page reflection summary regarding these additional observations. The reflection summary should focus on what was learned during these observations that occurred outside of the regularly scheduled observations.
2. Students may choose from a variety of observation experiences and must obtain permission from the appropriate officials (principal, teacher etc.) before observing in classrooms or professional meetings such as a Teacher In Service Meeting.
3. The types of observation choices are listed below. The amount of observation time that can be counted is provided and those that require permission are identified by an “\*”.

Professional Meetings: you may choose one of the following.

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

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

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

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

1. Athletic practice\* (count up to 2 hours)
2. Music/choir practice\* (count up to 2 hours)
3. Drama practice\* (count up to 2 hours)
4. Athletic contests (limit of 1 and may count up to 2 hours)
5. Performances (Count up to 1 hour for each observed)
6. Special Assemblies\* (Count up to 1 hour)
7. Field Trips\* (Count up to 2 hours)
8. **PROFESSIONALISM**:
9. While observing schools, CIED 1013 students are to engage in professonial behavior and dress, always remembering that they are the guests in the host schools and that they are representing the University of Arkansas. Not adhering to the host school rules or to guidelines will lead to dismissal and a failing grade.
10. STUDENTS ARE REQUIRED TO DRESS APPROPRIATELY/PROFESSIONALLY. THIS MEANS NO JEANS OF ANY COLOR OR ANY JEAN MATERIAL, NO TANK TOPS, NO TEE SHIRTS, NO SHIRTS WITH WRITING ON THEM, NO HATS OR CAPS, NO FLIP-FLOPS, NO SEE-THROUGH CLOTHING, NO DRESSES, NO TIGHTS WITH SWEATERS, NO LOW-CUT TOPS, NO TIGHT FORM-FITTING PANTS.
11. STUDENTS WITH MULTIPLE BODY PIERCINGS MAY BE ASKED TO REMOVE SOME OF THEIR JEWELRY. TATTOOS MAY NEED TO BE COVERED.
12. NO GUM CHEWING DURING THE OBSERVATIONS AND NO EATING OR DRINKING.
13. SO, WHAT IS ALLOWED? DRESS SLACKS, KHAKI PANTS, DRESS SANDALS OR SHOES, PROFESSIONAL LOOKING DRESS SHIRTS/TOPS
14. IT DOES NOT MATTER WHAT YOU SEE TEACHERS IN THE HOST SCHOOL WEARING, PLEASE ABIDE BY THE GUIDELINES.
15. ALL PUBLIC SCHOOLS ARE TOBACCO-FREE/DRUG FREE/WEAPON FREE ZONES AND THIS INCLUDES ALL SCHOOL PROPERTY, EVEN THE PARKING LOT!!!!!
16. BE AWARE OF YOUR LANGUAGE (including grammar and use of appropriate language).
17. **NO ELECTRONIC DEVICES OF ANY KIND! IF YOU ARE DEALING WITH AN EMERGENCY, SUCH AS A RELATIVE IN A HOSPITAL, NOTIFY YOUR INSTRUCTOR. EACH HOST SCHOOL HAS ITS OWN SET OF GUIDELINES AS TO WHEN,WHERE, AND HOW EMERGENCY NOTICES ARE TO BE HANDLED.**
18. Students who need to vary from the allowed apparel due to religious reasons may make special arrangements with the instructor.

**CLASS SCHEDULE (Monday Class)**

|  |  |
| --- | --- |
| **DATE** | **TOPICS/ASSIGNMENTS** |
| August 21 (1) | Welcome to UARK - Intro to Education and the practicum program expectations Introduction to Course – Introduce and review syllabus. Assign **Chapt. 1**. Organize Carpools. Introduce concept of Article Critiques. Assign questions p. xxi, why I want to be a teacher, due on the 29th.  READ: Chapter 1 HOMEWORK: Quiz 1 |
| August 28 (2) | What is School For? - Purposes of education (and what happens if we fail!) Do get acquainted activity “its all about me”. Review Practicum guidelines. Update carpools. Assign **chapters 2 & 3**. Next week is Labor Day!  READ: Chapter 2 WATCH: Video Response assignment HOMEWORK: Chpt 2 + Video response |
| September 4 (3) | Labor Day – Class |
| September 11 (4) | 1st observation at Greenland Elementary School  READ: Chapter 3 HOMEWORK: Chapter 3 Quiz, Notes and Reflections from observations are due next week. |
| September 18 (5) | Who are Today's Students? - Changing demographics and diversification in the classroom, inclusivist educational practices. Back on Campus! Complete preparations for writing 1st critiques/ class trip to Mullins.  READ:  HOMEWORK: 1st Article Critique. |
| September 25 (6) | 2nd Observation at Greenland Elementary School. Notes/reflection from last week are due.  HOMEWORK: Notes and Reflections from observation are due next week. |
| Oct 2 (7) | Risk Factors - Generic risk factors, teaching in the low socioeconomic school district and poverty-specific risk factors. 1st Article Critique is due. Class discussion on diversity. Notes/reflection from 9-25 are due today.  READ: Chapter 4 WATCH: Social Emotional Development Video Response HOMEWORK: Chpt 4 Quiz |
| October 9 (8) | Philosophy of Education - B.F. Skinner.  Behaviorist philosophy vs. behavioristic methodology in the classroom & classroom management. SECOND ARTICLE Critique Assigned for Oct 23.  READ: Chapter 5 & 6 WATCH: Choose from 1 of 3 videos on literacy HOMEWORK: Chapter 5 & 6 Quiz; 2nd Article Review Due October 23 |
| October 16 (9) | FALL BREAK On Oct 16-Monday and Oct 17-Tuesday |
| October 23 (10) | SECOND ROTATION begins. Observe at Springdale High School. SECOND ARTICLE CRITIQUE DUE TODAY AND WILL SERVE AS THE MIDTERM!  HOMEWORK: Notes and Reflections from observations are due next week; Third article review |
| October 30 (11) | 2nd observation at Springdale High School. Notes/reflection from 10-26-15 due today.  THIRD ARTICLE CRITIQUE DUE TODAY! Assign **Chapter 9**  READ: Chapter 9 HOMEWORK: Quiz, Chapter 9; Notes and Reflections from observation are due next week. |
| November 6 (12) | Philosophy of Education - John Dewey.  Progressive education, school & social change, democracy in the classroom, pragmatic (activity-based) education. BACK ON CAMPUS! Lecture/discussion of Personal Educational Philosophy/ steps to preparing a philosophy.  HOMEWORK: Choice in Education, Focus Assignment |
| November 13 (13) | Philosophy of Education - Jean Piaget.  Constructivism and cognitive development theory in the classroom. Lecture on concept of educational philosophy. Group work on Philosophy Papers/prepare an outline. Explanation of projects for “final” provided. **Read Chapter 7**.  READ: Chapter 7  WATCH: Choose 1 of 3 technology videos HOMEWORK: Chpt 7 Quiz; Philosophy paper rough draft |
| November 20 (14) | Technology in the Classroom - what drives it?, how is it changing?, how does the teacher cope with it? Continue discussion of educational philosophies. Rough drafts due/ pair share with a classmate.  FYI: Thanksgiving break = Wed Nov 22 and Thur 23 and Fri Nov 24  HOMEWORK: Philosophy Papers final draft |
| November 27 (15) | Characteristics of an Effective Teacher - big questions every teacher must continually ask themselves and reflect on. Philosophy papers due. Begin presentation of final projects. **Read Chapter 8**. Flex Hours Due  READ: Chapter 8 WATCH: Video Case Response HOMEWORK: Chpt 8 Quiz |
| December 4 (16) | Ethical & Legal Issues in the Classroom - Protecting yourself by maintaining a well-documented classroom. Complete final projects. (Guest Speaker) |
| December 11 (17) | Students who elect to take the traditional final will do so on the assigned date of Exam Week. Monday, December 11 during our regular class time. |

**CIED 2173. Literacy in America (Sp). 3 Hours.**

A course that examines the myriad definitions of literacy (and illiteracy) and their connections to issues of social class, occupational status, economic and political structures, educational institutions, cultural organizations, and the media.

**ENGL 2173: Literacy in America**

Hunt Center 146

Thursday 5:00 PM – 7:45 PM

**Instructor**: Dr. Sean Connors

**Office**: Peabody Hall 304

**Mailbox**: Peabody Hall 216

**Office Hours**: Tuesdays and Thursdays 2:00-4:30, and by appointment

**E-mail**: sconnors@uark.edu

**Course Website**: http://seanconnors.net/engl2173/

**Course Description**:

What is literacy, and what is it for? What does it mean to refer to literacy as a social practice? What is the state of adolescent literacy in the contemporary U.S.? These are some of the questions we’ll explore this semester as we examine different definitions of literacy (and, by extension, illiteracy) and interrogate their connections to issues of culture, power, economic and political structures, and social institutions. In doing so, we’ll examine both the social and the cognitive dimensions of literacy, and consider their implications for literacy education as it takes shape in U.S. schools.

**Course Objectives:**

* Students will examine the role that literacy sponsors play in enabling and/or constraining people’s access to literacy. (ATS 9, TESS DOMAIN 4)
* Students will distinguish between literacy events and literacy practices and apply these concepts to explain how people are literate across a range of contexts. (ATS 3, TESS DOMAIN 1)
* Students will examine the role that literacy plays in an affinity space and explore the implications of this for how teaching and learning are traditionally organized in school. (ATS 3, 5; TESS DOMAIN 1, 3)
* Students will compose in a variety of mediums (including print and digital) and publish their work for an authentic audience whenever possible. (ATS 9, TESS DOMAIN 4)
* Students will conduct an independent research study that examines people’s experiences with literacy in the Arkansas Ozark region. (ATS 9, 10; TESS DOMAIN 4)
* Students will participate in critical conversation ns and activities that focus on the assigned readings with the intention of identifying and analyzing issues that concern contemporary literacy educators. (ATS 9, 10; TESS DOMAIN 4)

**Essential Questions**: Our study of literacy will lead us to investigate—and answer—the following essential question: “What is literacy, and what is it for?” As we work together to answer that question, we’ll simultaneously explore the following subset of related questions:

* Is there a crisis in adolescent literacy?
* In what sense is literacy a social practice, and what are the implications for educators of acknowledging it as such?
* What are the implications of acknowledging “multiliteracies” for how literacy instruction is organized in school?
* How can educators use students’ out-of-school literacy practices to support their developing academic literacy?
* What is the relationship between the place where someone lives and the purpose and value of literacy?

**Required Texts**: (available at *Campus Bookstore* / 616 N. Garland Avenue)

Davis, J. (2014). *Spare parts: Four undocumented teenagers, one ugly robot, and the battle for the*

*American dream.* New York, NY: Farrar, Straus and Giroux.

Rose, M. (2002). *Lives on the boundary: A moving account of the struggles and achievements of*

*America's educationally underprepared*. New York, NY: Penguin Books.

**Note***: The instructor will make the secondary course readings available on Blackboard.*

**Course Policies**:

**Late Assignments**: Late work will be assessed a penalty of 15% (the equivalent of one letter grade) to be deducted from the grade a student would otherwise have earned for an assignment. Written work submitted two days after the assigned due date will be evaluated upon request, but credit will not be granted.

**Submission of Assignments**: Unless otherwise specified, written work turned in for evaluation should be typewritten and double-spaced and should employ 1 inch margins on all sides. Please use 12-point font and a legible typeface. Be sure your printer toner allows you to produce clear copies prior to the date of submission. Written work submitted by email will not be accepted.

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

**Accommodations:** Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104 and on the web at: http://www.uark.edu/ua/csd/applications.htm The CSD provides documentation to students with disabilities who must them provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure that sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

**Classroom Behavior:** Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior determined by the instructor) will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook.

**Inclement Weather:** In case of inclement weather, class will be held unless cancelled by the University of Arkansas. If classes have not been cancelled and the student feels it is too dangerous to come to class because of the weather, it is the responsibility of the student to make up missed assignments and be prepared for the next class meeting.

**Mobile Devices**: I have a family and appreciate the importance of having a mobile device available in case of emergencies. Please follow my lead by muting or putting your mobile device on vibrate and monitoring it as infrequently as possible.

**Incompletes**: Incompletes are not given except in the case of a documented medical emergency. If you choose to take an incomplete for any other reason, the default grade will be an “E.”

**Course Requirements**:

**Attendance**: Given the importance of our work, and recognizing that this class meets once a week, your attendance in class is required. If you miss three classes your grade will be lowered by one letter (e.g., “B” to “C”). A fourth absence will lower your grade two letters, meaning that you can earn no higher than a “C”. A fifth absence will result in your failing the course. Please note that I do not distinguish between excused and unexcused absences, except in the case of a documented medical emergency. If you are unable to attend class for any reason, it is your responsibility to e-mail me in advance and let me know. Note*: If a student is tardy three times, it will be counted as an absence.*

**Literacy Sponsors Narrative** (80 points):In *Literacy in American Lives,* Deborah Brandt defines literacy sponsors as “any agents, local or distant, concrete or abstract, who enable, support, teach, and model, as well as recruit, regulate, suppress, or withhold, literacy—and gain advantage by it in some way” (19).This assignment invites you to examine the role that different sponsors have played in supporting your literacy. To structure your narrative, you’ll be asked to examine the role that *local* as well as *global* sponsors have played in shaping your experiences with literacy to date. Questions to consider include: Who has “enabled” or “regulated” your literacy? Who has “recruited” your literacy, and for what purpose? What “advantages” did they stand to gain from doing so? You are welcome to focus on school as a literacy sponsor, though you’ll need to remember that schools are ultimately situated in larger social systems. (**Assignment** **Length**: 5 pages; doubled-spaced, 12-point font)

**Literacy Practices Photo Log and Essay** (60 points): This assignment asks you to document the literacy events and literacy practices that you participate in outside of school during a two-hour period. Having done so, you’ll compose a paper in which you present and interpret your findings. (**Assignment** **Length**: 5-6 pages; doubled-spaced, 12-point font)

**Affinity Space Video Essay**: (80 points) This assignment invites you to consider the uses toward which people put literacy to think and learn in spaces outside-of-school. To complete the assignment, you’ll need to select an affinity space to investigate. Having positioned yourself as a group insider or outsider, you’ll introduce your audience to the affinity space and investigate the ends toward which its members put literacy in the service of interacting with others and building relationships. In doing so, your goal is not simply to document the presence of literacy in the affinity space; *rather, it is to consider how people use literacy in the service of participating and learning in that particular affinity space*. Next, examine the implications of what you learned for literacy instruction. How can teachers draw on what you learned to rethink how they support participation and learning in classrooms? Granted, school is a different space/place than the affinity space you’ll explore. Still, if we pay close attention to how people are participating and learning in affinity spaces, we can ask ourselves if doing the work of teaching in schools would be more appropriate for our students if we adjusted some of our unquestioned principles and practices of teaching and learning in classrooms. After submitting your video essay, you’ll also be asked to critically review a classmate’s video essay.

**“Literacy in Ozark Lives” Project:** (100 points):Building on Deborah Brandt’s concept of literacy sponsorship*,* we’ll conduct a research study in which we’ll collect oral histories from people in the Arkansas Ozark region for the purpose of examining the role literacy plays in their lives. Working with the Shiloh Museum of Ozark History, we’ll recruit prospective participants for our study and interview them about their experiences with literacy. Next, we’ll transcribe our interview data and analyze them for the purpose of: 1) identifying literacy sponsors (local and global) who influenced the participants’ literacy, 2) examining how the participants’ literacy practices evolved in response to social and economic changes in the region; and 3) determining what literacy educators stand to learn from our findings. To present your findings, you’ll produce a video essay that uses audio, video, and still images to convey your interviewee’s story. In addition to sharing our videos with our interviewees, we’ll publish them on a Google map in an effort to “map” literacy in Ozark lives. Please note that we’ll approach this assignment in stages, each of which will account for a fraction of the total points available.

**Grading**: Grades will be assigned based on the instructor’s judgment as to whether the student has satisfied the stated objectives of the course in the following manner:

**A** = 90-100% (287-320 pts.)

**B** = 80-89% (255-286 pts.)

**C** = 70-79% (223-254 pts.)

**D** = 60-69% (191-222 pts.)

**F** = 0-59% (0-190 pts)

**Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topics To Be Covered** | **Reading Assignments** | **Assignments Due** |
| 1/19 | ***Course Introduction***  **EQ**: What is literacy?  **EQ**: Is there a crisis in adolescent literacy? |  |  |
| 1/26 | ***What is Literacy?***  **EQ:** What is literacy? | **Gee**, “Orality and Literacy”  **Gee**, “The New Literacy Studies”  **Gee**, “What is Literacy?” |  |
| 2/2 | ***Literacy Sponsorship***  **EQ**: In what sense is literacy a social practice, and what are the implications for educators of acknowledging it as such? | **Brandt**, “The Sponsors of Literacy” |  |
| 2/9 | ***Literacy Events and Literacy Practices***  **EQ**: What is literacy?  **EQ**: In what sense is literacy a social practice, and what are the implications for educators of acknowledging it as such? | **Barton & Hamilton**, “Literacy Practices”  **Perry**, “What is Literacy?” | **Literacy Sponsors Narrative** |
| 2/16 | ***Multiliteracies and Multimodality***  **EQ:** What are the implications of acknowledging “multiliteracies” for how literacy instruction is organized in school?  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy? | **Olcott & Mahar**, “’Tech-savviness’ meets multiliteracies” |  |
| 2/23 | ***Learning in Affinity Spaces***  **EQ**: In what sense is literacy a social practice, and what are the implications for educators of acknowledging it as such?  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy? | **Gee**, “Affinity Spaces”  **Curwood et al**., “Writing in the Wild” | **Literacy Practices Photo Log and Paper** |
| 3/2 | ***Literacy and Gaming***  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy?  **EQ:** What are the implications of acknowledging “multiliteracies” for how literacy instruction is organized in school? | **Steinkuehler**, “Massive Multiplayer Online Gaming” | **Affinity Space Video Essay** |
| 3/9 | ***Teaching Critical Literacy***  **EQ:** What are the implications of acknowledging “multiliteracies” for how literacy instruction is organized in school? | **Mulcahy,** “The Tangled Web We Weave”  **Janks, “**Critical Literacy’s Ongoing Importance for Education” |  |
| 3/16 | ***No Class*** |  |  |
| 3/23 | ***Spring Break*** |  |  |
| 3/30 | ***Literacy in Working Class Lives (Part I)***  **EQ**: In what sense is literacy a social practice, and what are the implications for educators of acknowledging it as such?  **EQ:** What is the relationship between the place where someone lives and the purpose and value of literacy?  **Guest Speaker**: **Susan Young** | **Rose**, *Lives on the Boundary*, pp. 1-132  “The Smithsonian Folklife and Oral History Interviewing Guide” (available on class website) |  |
| 4/6 | ***Literacy in Working Class Lives (Part II)***  **EQ:** What is the relationship between the place where someone lives and the purpose and value of literacy?  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy? | **Rose**, *Lives on the Boundary,* pp. 133-254 |  |
| 4/13 | ***Literate Identities (Part I)***  **EQ:** What is the relationship between the place where someone lives and the purpose and value of literacy?  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy? | **Davis**, *Spare Parts,* pp. 1-112 | **Complete Oral History Interview** |
| 4/20 | ***Literate Identities (Part II)***  **EQ:** What is the relationship between the place where someone lives and the purpose and value of literacy?  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy? | **Davis**, *Spare Parts,* pp. 112-222 | **Completed Oral History Transcript** |
| 4/27 | ***New Literacies and Youth Civic Engagement***  **EQ:** In what sense is literacy a social practice, and what are the implications for educators of acknowledging it as such?  **EQ:** How can educators use students’ out-of-school literacy practices to support their developing academic literacy? | **Gamber-Thompson and Zimmerman**, "DREAMing Citizenship” | **Presentation of Preliminary Research Findings** |
| 5/4 | ***Presentations of Student Work***  **EQ:** Is there a crisis in adolescent literacy? |  | **Literacy in Ozark Lives Video Essay** |

***Note: The instructor reserves the right to alter the syllabus to accommodate disruptions to the class schedule and other unforeseen issues.***

**CIED 3033. Classroom Learning Theory (Sp, Su, Fa). 3 Hours.**

A survey of the major theories of learning with special emphasis on human learning and implications for education. Prerequisite: CIED 1002 and CIED 1011; or [MUED 2012](http://catalog.uark.edu/search/?P=MUED%202012); or [PHED 1003](http://catalog.uark.edu/search/?P=PHED%201003); or [AGED 1123](http://catalog.uark.edu/search/?P=AGED%201123) and [AGED 1031](http://catalog.uark.edu/search/?P=AGED%201031); and [PSYC 2003](http://catalog.uark.edu/search/?P=PSYC%202003)

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University of Arkansas, College of Education and Health Professions  
Department of Curriculum and Instruction

**CLASSROOM LEARNING THEORY (CIED 3033)**

**Professor:** Dr. Charlene Johnson Carter  
**Office**: Peabody Hall, Room 201  
**Office Phone**: 575-3129  
**E-Mail Address**: [cjohnson@uark.edu](mailto:cjohnson@uark.edu)

**Office Hours:**Tuesday, 3:30 - 5:00pm; Wednesday, 10:00am - 11:30am; or, By Appointment

**Text: Required** Woolfolk, A. (2016) *Educational psychology* (13th ed.). Boston: Pearson.

**Course Focus:**

This is a core course for several educational licensure/degree programs. It is designed to introduce the preservice teacher to the learner and the learning process as negotiated within a classroom. The roles of educators and students in the learning process and the impact of the interactive classroom environment on learning are examined. Developmental theories (cognitive, psychosocial, and moral), their cultural and sociopolitical influences, and the implications of these theories and their influences for education are reviewed. Theories of learning and teaching are also examined.

All candidates pursuing degrees in the College of Education and Health Professions are expected to apply the principles of the conceptual framework as *Scholar-Practitioners.* The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community. For a copy of the Conceptual Framework document go to the following site:

<https://ep3.chalkandwire.com/ep2_uark/Portfolio_Template.aspx?u=cwire&t=201182411844&cus=164&pageID=138178>

**Competencies/Connections to Arkansas Teacher Excellence and Support System (TESS)**

**Upon completion of CIED 3033, students will be able to:**

A. Explain the interactions of students, teachers, and materials in classrooms and the implications of these interactions for classroom environments. ***(TESS Domains 1, 2, 3/ ATS, 3)***

B. Describe contemporary learners along a continuum of characteristics, i.e., socioeconomic status, ethnicity, gender, language, etc., and discuss the implications of these characteristics for instruction in the contemporary classroom and in the future. ***(TESS Domain 1 / ATS 1, 2, 4)***

C. Compare and contrast major theoretical positions on development and learning. ***(TESS Domain 1/ ATS 1, 2)***

D. Identify social (e.g., family structure and socioeconomic status) and cultural (ethnicity, language, and gender) factors that influence cognitive and emotional development, and receptivity to classroom practices. ***(TESS Domains 1& 3 / ATS 1,2,9)***

F. Recognize and articulate how their own personal philosophies and preferences for learning influence their educational practices. ***(TESS Domains 1 & 4 / ATS 9)***

**Areas addressed:**

A. Cognitive and affective dimensions of classroom environments.

B. Major theories on cognitive and psychosocial development.

C. Behavioral and cognitive theories on learning; differences in perception and practice.

D. The application of research to the practice of education.

E. Contemporary learners - differences (cultural, physical and cognitive); influences (media, technology, etc.); and, evolving familial patterns/realities.

F. Varying theoretical positions on teaching and learning, i.e., constructivism, multiple intelligences, etc., and their relevance and implications for learners.

G. Motivation and its implications for learning and classroom practices/environments.

H. Assessment - practices, theoretical foundations, and relevance for instructional practices.

**Course Requirements:**

1. **Class attendance/participation:** A **constructivist approach** is employed in class whereby students are expected to be actively involved in their learning. Students are encouraged to read the material, note any questions or areas where concepts are not fully understood, and raise these questions during the class. However, the readings will **not** be rehashed during class. The focus in class is on students' interpretation and synthesis of the reading material; different dimensions of the issues/ideas will be explored. A variety of learning approaches are used within the class for interpreting and analyzing the material. To maximize the learning, students are expected to attend (absences will be noted), be prepared (completed readings prior to the class in which they are to be discussed), and participate (share ideas/opinions and support/relate them with/to information from readings, articles, etc.).
2. **In-Class Activities/Reflections:** There are several opportunities for students to respond to/reflect on class material during the semester. These responses take varied forms and ***can only be completed during the time or class when given***.
3. **Group Project:** There are two components to this project/assignment, (1) an oral group presentation, and (2) an individual reflective paper.

a. ***Oral Group Presentation***: Students participate in one of several group presentations on course topics identified by the instructor. Each topic is associated with or linked to an area studied within class or within our text. Working with four to six classmates, students research an area of interest within the assigned topic with the goal of **extending or furthering the understanding** of the class on this area. The intent is not to repeat the information from the book but, rather to extend it. Findings are orally presented to the class. The **presentations** are to be 15 to 20 minutes in length.

Presentations are evaluated based on their effectiveness in conveying ideas, clarifying/extending information on the topic, stimulating interest in the topic, answering questions, and integrating group members into the presentation. There will be **one grade** given for the presentation, a **group grade** that will be the same for each group member. A reference list of the resources (articles, chapters, books, etc.) used during the preparation, i.e., researching the issues presented, is an integral part of the presentation. The list is to be written in APA format and submitted the day of the presentation.

b. ***Individual Reflective Paper***: Two parts for this paper include: information from observed presentations of others, and reflections on the process used to complete your presentation. Students analyze and reflect on personal and other group member’s participation (roles and responsibilities) within the group, as well as the process (research, decision-making, etc.) used to develop and implement the presentation. **Papers are to be one to two pages, double-spaced**.

1. **Case Study:** Students analyze a case assigned by the instructor. The analysis focuses on the major players in the case and the issues, explicit and implicit, within the case. For the major players, the roles they play in the case and the implications of these roles for the issues within the case are discussed. For the issues, emphasis is on in-depth examination of what is occurring in the case and why. What is causing the issues within the case? Implications of the major players’ actions for the issues? Inferences regarding the issues and their causes are *supported* by events and actions of the characters within the case. **There is a maximum of three pages, typed and double-spaced, for this paper**.
2. **Classroom Management Philosophy/Design*:*** This paper is submitted at the end of the semester and is the culmination of the course. Included in the paper are your definitions of teaching and learning; your beliefs or philosophy regarding the most important aspect of the classroom to ensure effective management; your classroom design; and the behavioral, cognitive, motivational and assessment techniques you plan to use. **There is a maximum of five pages, typed and double-spaced, for this paper**.
3. **Exams:** There are three exams. The exam experience is a learning tool that gives students a better understanding of how learning occurs.
4. **Field experience:** Students will be assigned to classroom teachers at an elementary school or a secondary school where **they must spend a minimum of twelve hours in the classroom**. Visits to the school and interactions with teachers and students are required. Students are responsible for establishing a schedule with the supervising teacher, maintaining that schedule, and completing duties assigned by the teacher. **Successful completion of field experience (including completion of hours and passing/satisfactory grade from supervising teacher as well as the instructor) is required to pass this course**. (See *Field Experience* handout.)

**Evaluation:**

Assignments will be graded as follows:

In-Class Assignments/Reflections 100

Group Project 150

Oral Presentation 75

Reflection Paper 75

Case Study 100

Classroom Management Philosophy 150

Exams (3@100 points) 300

Field Experience 200

***TOTAL 1000***

Grading Scale: Points Grade

1000 - 900 A

899 - 800 B

799 - 700 C

699 - 600 D

599 & below F

**Expectations**:

Writing is an integral part of the class. Clear articulation, support and analysis of ideas (personal and theoretical) are required. All work submitted for review and evaluation should be professional in appearance and content. Papers are to be typed and double-spaced. Citations and bibliographic references adhere to the APA (6th edition) style of writing.

On the assigned due date, work is submitted. Maximum points earned on an assignment are reduced by 10% for each calendar day that the assignment is late. **Assignments that are more than seven days late are not accepted**. Students are required to attend all group presentations.

Attendance is important and absences are noted. Excessive absences negatively affect grades.

Questions and interactions are a major part of this course and are integral to the learning process.

Students are not compelled or mandated to question and/or respond. Students can ask questions concerning topics studied or class requirements either in class or in the instructor's office. If no questions are asked, the instructor assumes students understand the topics studied and the assignments. **Directly after class is not the optimal time for discussing issues**. Students are encouraged to see the instructor during posted office hours or make an appointment to clarify any concepts or instructions before they become problematic.

**Statement of Academic Honesty**

We will fully adhere to the University of Arkansas Academic Policy as stated in the Student Handbook. “As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

“Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at [http://provost.uark.edu/](https://exchange.uark.edu/owa/redir.aspx?C=621c4f206e194be9adbf390eb19f4c23&URL=http%3a%2f%2fprovost.uark.edu%2f) Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

**Inclement Weather Policy**

The class follows the University policy in determining class cancellations. If there is some deviation from this policy, students are notified by email and/or an announcement in Blackboard. Students are encouraged to consult Blackboard for information on class assignments and/or other issues if class is cancelled.

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

* Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden.

*State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a*

*derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use.* ***You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior***

***permission from me.***

*Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.*

**EMERGENCY PROCEDURES**

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

**Severe Weather (Tornado Warning):**

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

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

* **CALL-**  9-1-1
* **AVOID-** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
* **DENY-** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it’s safe.

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

**CIED 4023. Teaching in Inclusive Secondary Settings (Su). 3 Hours.**

This course is designed to prepare pre-service teachers to teach in inclusive classroom settings at the secondary level. Course content will focus on the ways in which exceptionality, specifically focused on high-incidence disabilities and culture, specifically focused on English language learners mediate the learning experiences of secondary level students.

**College of Education  
DEPARTMENT OF CURRICULUM AND INSTRUCTION  
Special Education Program  
"Scholar-Practitioner"**

**I. Program Affiliation: Curriculum and Instruction**

**Course Number and Title: CIED 4023 Teaching in Inclusive Secondary Settings**

**Catalog Description:**

This course is designed to prepare secondary teachers to teach in inclusive secondary settings. Course content provides information about the various ways diversity mediates the instructor’s curricular decisions and the learning experiences of secondary-level students. The course content will provide an overview of definitions of exceptionalities, legal basis for the education of individuals with exceptionalities in the United States, and strategies for designing and implementing interventions in secondary–level classrooms.

**Instructor: Special Education Faculty**

**II. Relationship to Knowledge Base:**

Basic Level (M.A.T.)  
The Scholar-Practitioner Model at this level provides an introduction to instruction that accommodates diversity and provides a foundation for the developing professional. This course is one of the core courses required of students enrolling in the Secondary M.A. T. program.

**III. Goal:**

The goal of this course is to provide future scholar-practitioners with a knowledge base concerning the issues involved in the successful instruction of secondary–level students  
  
**IV. Competencies:**

1. By the end of the course, the student will access, use, and/or generate knowledge by integrating theory and practice.
2. Create an inclusive teaching environment that accommodates academic diversity among secondary-level students.
3. Create an inclusive teaching environment that reflects evidence-based inclusive practices
4. Give examples of how to create collaborative relationships and empower communication within a classroom environment
5. Give examples of how to create a responsive social environment conducive to student learning in secondary-level settings
6. Give examples of how to create successful transitions to various educational/community settings
7. Give examples of how to implement and monitor large and small group instruction
8. Give examples of how to implement teaching strategies in the context of specific domains (e.g., reading, writing, spelling, mathematics)

**V. Content:**

1. Understanding the foundations and fundamentals of special education (i.e., an overview of definitions of exceptionalities, legal basis for the education of individuals with exceptionalities in the United States)
2. Creating an inclusive environment that supports students with exceptionalities
3. Differentiating instruction for students with exceptionalities
4. Give examples of how to select critical content in designing modifications.
5. Give examples of how to build a learning community in the classroom.
6. Give examples of how to assess and build upon student’s background knowledge when in designing curricula.
7. Give examples of how to implement teaching strategies designed to be responsive to students’ individual differences.
8. Give examples of how to enhance instruction by teaching cognitive and meta-cognitive strategies (i.e., teaching students how” to learn).
9. Give examples of special education policies and procedures

**VI. Evaluation and Assignments**

* Quizzes-Textbook Chapters  (130 points)
* Assignment 1 Textbook Real World Assignment (60 points)
* Assignment 2 My 13th Winter Essay (60 points)
* Assignment 3 My !3th Winter Essay (60 points)
* Assignment 4 Textbook Real World Assignment(60 points)
* Assignment 5 Accessibility Checklist (30 points)
* Assignment 6 Journal Essay(120 points))

Quiz Information: Each student will have the option to complete two attempts on the quizzes for each of the assigned chapters.

**This is an option--**you do not have to complete the second attempt for each of the assigned chapters.

The reason for the option of taking a second attempt is to provide a second opportunity for students who do poorly on the first attempt.   
   
Quiz 1 items will be generated randomly. The time slot is 1-hour.  
  
If the student wishes to take the second attempt, attempt two test items will be generated randomly. However, there is a likelihood that some items from the first quiz will appear on the second attempt.   
  
The higher grade will be entered in the grade book.

Information pertaining to the other assignments is located in the Weekly folders. Please view the Schedule to note the due dates per assignment.

**VII. Syllabus Change:**

The professor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

**VIII. Grading Scale: Based upon a total of 520 points**

|  |  |
| --- | --- |
| 93%100% | A |
| 85-92.9% | B |
| 77%-84.9% | C |
| 70%-76.9% | D |
| < 70% | F |

**IX. Due Dates:**

Online courses take a lot of commitment and self-direction. Your ability to schedule your time well is instrumental in being successful in this class. You may follow the recommended reading/assignment schedule or work ahead at your own pace. Specific due dates for all work are noted on the syllabus. All assignments must be completed by the date due (before midnight). If assignments are not turned in by the due date the instructor reserves the option to not grade the assignment. Subsequently, you will receive a zero for that assignment.

**X. Accommodations**

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

**XI. Academic Integrity**

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

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

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*State common law and federal copyright law protect my syllabus and lectures. They are my own original expression and I record my lectures at the same time that I deliver them in order to secure protection. Whereas you are authorized to take notes in class thereby creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use.* ***You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me.***

*Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with the Center, will be permitted to do so, but such use still is limited to personal, non-commercial use. Similarly, you are permitted to reproduce notes for a student in this class who has missed class due to authorized travel, absence due to illness, etc. However, to be clear, any class notes must not be sold or made available for any commercial use.*

**XIV. Emergency Procedures**

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

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

Violence / Active Shooter (CADD):

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

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

**XIII. Classroom Behavior**

Inappropriate remarks or comments disrespectful to other students or instructor, and other behavior as determined by the instructor will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook.

**XIV. Course Resources**

University of Arkansas Mullins Library  
Open Access Computer Laboratories

**XV. Research Base**

**Text(s)/Readings**

**Required texts/readings:**  
Gargiulo, R. M. (2015). *Special education in contemporary society* (5th ed.). Thousand Oaks, CA: Sage.

Abeel, S. (2003). *My thirteenth winter: A memoir*. New York, NY: Scholastic.

**CIED 4403. Understanding Cultures in the Classroom (Su, Fa). 3 Hours.**

This course provides pre-and in-service teachers knowledge and skills necessary for educating ethnically and linguistically diverse classrooms. Students have the opportunity to understand positive relationships while removing stereotypes and prejudices. It addresses issues for social justice education through understanding ways that children learn and communicate in their homes and communities. Students will examine how topics in multicultural education inform instructional goals, curriculum planning/implementation, and teaching practices across content areas in public K-12 classrooms. Some sections of this course will contain a service learning component.

Syllabus: CIED 4403; Title: **Understanding Cultures in the Classroom**

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

**Department of Curriculum and Instruction**

Semester: Fall 2017

Catalog number: CIED 4403**\***

Tuesdays, Time 4:30 pm–7:15 pm | Location: 307 Peabody Hall

First Session: August 22, 2017 | Last Session: TBA

\***Service Learning = 15 hours** (Tutoring: Childers Knapp Elem. School)

|  |  |
| --- | --- |
| **General Information** |  |
| Professor: Kristina (Tina) Howlett, Ph.D.  Office: Peabody Hall 116  Office Hours: Tues. 1:00-4:00; Thurs. 9-12 | Phone: 479.575.7517(office)/479.871.5123 (cell)  Email: khowlett@uark.edu  Please phone or email to arrange appointments outside office hours. |

**I. Program Information: CIED / Program Affiliation: Curriculum and Instruction**

**Course Description:**

CIED 4403: *Understanding Cultures in the Classroom*, provides pre-and in-service teachers with the knowledge and skills necessary for educating ethnically and linguistically diverse classrooms. Students have the opportunity to understand positive relationships while removing stereotypes and prejudices. The course addresses the issues for social justice education through understanding ways that children learn and communicate in their homes and communities. This course includes a 15-hour service-learning component tutoring an English language learner.

Students will examine how topics in multicultural education inform instructional goals, curriculum planning/implementation, and teaching practices across content areas in public K-12 classrooms. The course will lead pre-and in-service teachers through experiences to heighten their own awareness, knowledge base, and skill set with the goal of applying the concepts in classroom and school settings. There will be a particular emphasis on groups traditionally marginalized by the U.S. school system. This course will consider the implications of educating students who, by their presence in schools, create school racially, linguistically, and culturally diverse school environments. Through a service learning practicum, guest speakers, textbook readings, scholarly articles, and guest speakers, we will explore the criticality of multicultural education in a diverse society, and pay particular focus on the development of the multicultural teacher. A merger of theory and applied knowledge (praxis) will be part of the class discussions, journals, assignments, activities you complete, and the questions you ask of yourself and others. A specific goal of this course will be personal racial and multicultural literacy development.

All candidates pursuing degrees in the College of Education and Health Professions are to apply the principles of the conceptual framework as *Scholar-Practitioners.* The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community. The Scholar-Practitioner is **knowledgeable, skillful, caring and inquiring** and defined by the following tenets:

1. One who accesses, uses, or generates knowledge
2. One who plans, implements, and models best practices
3. One who understands, respects, and values diversity
4. One who is a developing professional and a lifelong learner
5. One who communicates, cooperates, and collaborates with others
6. One who makes decisions based upon ethical standards and professional criteria
7. One who is knowledgeable about teachers and teaching, learners and learning, and schools and schooling

**II. Relationship to Program Tenets and TESOL Standards for P-12 ESL**

This course is a pedagogical studies course based on the theoretical and practical aspects of methods, techniques, and materials for English Language Learners (ELLs).

1. Scholar Practitioners are knowledgeable and demonstrate this through *Scholar-Practitioner* ***Tenet One****: One who accesses, uses, and/or generates knowledge*

Teacher candidates will use their textbook, professional journals, and related websites to develop an understanding of how languages are acquired and learned and how contemporary language instruction and assessment is embedded in all content areas. *TESOL Standards 1a, 1b, 4a, & 4b*

1. Scholar Practitioners are skillful and demonstrate this through *Scholar-Practitioner* ***Tenet Two****: One who plans, implements, and models best practices*—Teacher candidates will show their understanding of ELLs by examining how cultural diversity plays a role in planning for student learning and for assessing students in appropriate ways. *TESOL Standards 3a, 3b, 3c, 4a, 4b, & 4c*
2. Scholar Practitioners are caring and demonstrate this through *Scholar-Practitioner* ***Tenet Three:*** *One who understands, respects and values diversity*

Teacher candidates will develop an understanding and respect of ELLs by examining the role of families in schools and how culturally responsive schooling impacts student engagement and success. *TESOL Standard 2*

1. Scholar Practitioners are Inquiring and demonstrate this through *Scholar-Practitioner* ***Tenet Four****: One who is a developing professional and a lifelong learner*

Teacher candidates will examine how language policy has impacted ELL student learning and engagement historically and in contemporary settings and what opportunities and resources are available for their continued learning and growth in the field of TESOL. *TESOL Standards 5a & 5b*

**TESOL Standards**: TESOL

Pre-K-12 <https://www.tesol.org/docs/books/bk_prek-12elpstandards_framework_318.pdf?sfvrsn=2>

1. **Course Objectives (CO):** Upon successful completion of the course, students will be able to:

* 1. Apply the multicultural (MC) education definitions, history, theories, and models of multicultural education to classroom learning and service learning experiences. Understand the various perspectives and issues in MC education and distinguish among theories, techniques, and strategies that are appropriate and effective in a multicultural classroom for the purposes of democracy and equity in schooling.
  2. Assess the characteristics of an effective MC educator, reflect on personal cultural, and design a personal plan. Self-evaluate and develop a self-study incorporating information about cultural identity, and analyze the influence of person cultural identities on teaching and learning. **Gain awareness** by examining themselves as cultural beings through self-critique and reflection;

examine personal prejudices and biases. Exercise open-mindedness and commitment to inquiry and reflection; develop a four step-model for ongoing professional development.

* 1. Write and reflect on the history of the United States from a cultural perspective, understand how the laws that impact members of diverse groups have changed, and what critical laws affecting education have resulted. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues. Interrogate beliefs, practices, and policies in schools and society that hinder or advance *multicultural understanding and acceptance.*
  2. Apply MC educational theory and best practices about the academic achievement of diverse learners to develop tutoring experiences to meet the cultural, academic (content) and linguistic (language) needs of English language learners. Integrate strategies and activities, technologies, and culture to enhance tutoring lessons for culturally and linguistically diverse students by capitalizing on the cultural and linguistic backgrounds and experiences of student. **Develop skills** in meeting the needs of diverse populations. Understand the importance of helping students develop attitudes, skills, and abilities needed to learn and work in a multicultural democratic society.
  3. Apply the understanding of others as cultural beings to expand self-awareness and discuss perspectives of case studies (Seeing Differences in Others; Responding to Differences in Others; Ineffective Responses to Cultural Differences in Schools; and Positive Relationships to Cultural Differences in Schools). Attend a cultural event, analyze the event, and reflect on a culture.
  4. Participate in a classroom learning community by self-reflecting on learning through classroom activities, discussions, homework, quizzes, and audio-taped reflections. Develop and articulate a sound philosophical, theoretical, and personal rationale for multicultural education

1. **Assignments (All Grading Rubrics will be on Blackboard).** Students are required to upload their assignments by the due dates, unless otherwise directed by the professor.

1. **Homework Assignments (**4 Total X 25 = 100 point*s*):Directions and rubrics will be posted on BB.

1. **Response Papers** (2 X 40 = 80 points)

1. **Service Learning Component Project** (15 sessions X 15 points = 225 points)

This is a 15-hour assignment tutoring an English Language Learner at an elementary school.

Dr. Howlett will provide specific instructions in class and on Blackboard.

On **Tues, Sept. 12th,** we will meet at Childers Knapp Elementary School, instead of the U of A.

**Journals (Binders)**

These on-going journals, hand-written or typed notes and audio-reflections, will allow you to capture your growth as a multicultural educator through the lens of multicultural education in your service learning experience**. Dr. Howlett will provide directions in class.**

* 1. **Log**: In your log, you will keep a record of the dates and times of each tutoring session.
  2. **Journal:** (The binder is to keep your tutoring ideas and notes and/or copies of student work.
  3. **Audio-Reflections (15)**: After each tutoring session, you will produce an audio reflection (3-5 minutes in length) about your thoughts, feeling, and beliefs about each tutoring experience. For each Audioreflection, you will state your name, the date, and time of the tutoring session. Your will post these audio-recordings three times on Blackboard in the assignment section.
  4. **Integration of Technology**: At least 3 sessions should integrate technology with documentation of how technology was used to incorporate topics/issues related to the course. (Teacher and/or student use).

1. **Cultural Event Attendance or Community Service and Presentation (A): 50 Points**

**AND Cultural Interview and Presentation (B): 50 Points** (Sign Up in Class for a Presentation Date)

**A. Cultural Event Attendance (or Community Service) and Presentation (See Pg. 185 for general guides; Dr. Howlett will provide final guidelines and will review the rubric in class)** Many of our international students hold cultural events open to the entire student body. Many will make presentations about their homeland, food, clothes, religion, family life, government, and schools. Plan to attend **at least one** (2+ hours) such cultural celebration and share the experience with your classmates in this class. For more information about UAF cultural events, check these links:  [or](http://iss.uark.edu/) [http://comp.uark.edu/~ictweb/.](http://comp.uark.edu/~ictweb/)  **Our August 22nd guest speakers will provide resources.**

You may attend extended cultural events from this culture such as a religious rites or rites of passage celebrations that bring people together in ways to express their ideas, traditions, and values. **If you would like to participate in a community service project such as assisting at a citizenship workshop, tutoring an adult or another topic related to our class, please obtain the instructor’s approval.**

* + Provide **a 10-15 minute PPT or Prezi Presentation** of the event attended
  + Provide contact information (especially) website information, the goal of the event, and the name of the sponsoring organization
  + This project may be conducted by an individual or a partner (no more than 2 students per group)
  + Please sign up in class for the week that you would like to present

B. **Cultural Interview and Presentation: Learning About Another Person’s Culture** (50 points)

**Purpose/Rationale**: Learning about other cultures, perspectives, and worldviews is critical to becoming a multicultural educator. In this assignment, you will have the opportunity to learn about another culture by reading about and then interviewing a person from this culture.

**Directions:**

* 1. Identify a person from a culture that is different to yours. **Select a person who you do not know**. Research various sources (Internet and library) to gain background knowledge about this person's culture. You should read at least three (3) different and credible readings. Summarize key findings from the readings (approximately one page, using bulleted format) citing sources appropriately and listing full references at the end of your summary.
  2. Review the handout [Questions to Guide You in Learning About a Person's Culture.](http://www.d.umn.edu/~hrallis/courses/1100sp04/assignments/learn_cultures_qs.html) Select 8-10 of these questions (more if you want, but choose at least 8) plus add any other questions that you would like to ask. Develop a written set of interview questions that you plan to use in your interview. You may conduct a semi-structured interview, which means that you do not need to ask all the questions or ask them in the order you have them listed. You will find that if you use open-ended questions they lead to other questions based on the person's response.
  3. Interview a suitable person using the questions you have prepared and draw on your background knowledge from your research.
  4. Interview the person. Although it is useful to take notes in the interview and/or tape record the interview, you need to be sensitive to how the person may react if you do this, and how it will influence you if you are taking notes as you do the interview (**for this reason it is useful to do this assignment in pairs, preferably with a colleague from our class, so one of you can write while the other asks questions**).
  5. Analyze the responses from the interview and present a summary of your findings. This may be in the form of:
     + a written essay (4 pages double spaced).
     + an illustrated essay (with photographs/pictures/drawings. Example: If appropriate and with permission, you may take photos of the person and where they live, pictures of the person's home/work place/environment/artifacts from the person's story; you may scan in pictures the person has shared with you, or you may draw your own pictures to illustrate points in your story.)
     + a story written from the perspective of the person you interviewed (4 pages double-spaced).

**What you should turn in:**

* 1. Summary of research findings from at least 3 credible sources (approximately one page, using bulleted format.) Cite sources appropriately and listing full references at the end of your summary.
  2. List of the questions you *planned* to ask in the interview, noting which ones you *actually* ended up asking (and adding in any others that you included impromptu during the interview).
  3. Analysis of the interview (in essay, illustrated essay, or story form). (Adapted from E. Lynch & M. Hanson (1998) *Developing Cross-Cultural Competence)*

1. **Quizzes (10 x 10 points=100 points)**

The quizzes (multiple choice) will be covering the material from the assigned readings. The quizzes will be on Blackboard and are due on Sunday, midnight.

1. **Application Projects**

**Part 1:** **Textbook Critique (Individual or Partner Project) and Presentation (30 points)** Alone or with a partner, select a textbook (or a children’s book) from the subject and grade level that you would prefer to teach and screen the book for evidences of multiculturalism or the lack of multiculturalism in the presentation of content. Narrow down the textbook to one class lesson and present your finding to the class **(10 minutes).**

○ If you find faults or weaknesses, how might you change the lesson materials to recognize the needs of all of your students?

○ If you find strengths or specific efforts to recognize cultural differences within a classroom, demonstrate how the textbook made that effort.

**Part 2:** **Curriculum Development & Lesson Plan Design and Presentation (30 points)**

**(Individual or Partner Project**

For this project, you will prepare and present a lesson in the subject and grade level that you would prefer to teach. Your lesson design poster presentation should:

* + Indicate which multicultural course perspectives that the lesson was designed to address and how the lesson addresses those perspectives.
  + Describe no less than 2 key course perspectives in this project.
  + Provide clear examples of how your activity addresses these key perspectives.

***Note:*** You will provide a ***5-minute poster presentation*** *to your classmates of your lesson design.*

1. **Reflective Personal Development Paper (**70 points: Due the last day of class).Directions will be on BB and reviewed in class.

1. **Participation and Attendance** (15 classes X 10 points = 150 points)

All students are to attend each class and actively participate in large group, small group, and individual discussions and activities.

Participation and attendance are crucial. Students are to attend all classes, read the assigned reading before the class starts, and reflect and contribute in class discussions. Students are expected to be in class on time and remain throughout the entire class. Attendance will be taken at the beginning and at the end of every class period. If you are not available when attendance is taken, you may lose an attendance point, unless you are authorized by the class instructor or have an excused absence.

1. **Final Exam:** (80 points-Date TBA)

1. **Evaluation Policies**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Total Points** | **Percentile** | **Objectives** |
| 1. Homework # 1 – 4 (25 points each) | **100** | **10** | **1.1; 1.3; 1.6** |
| 2. Response Papers (2 X 40 = 80) | **80** | **8** | **1.1; 1.3; 1.6** |
| 3. Service Learning Assignment: Tutoring and Audio-Reflections (ongoing) 15 hrs. X 15 | **225** | **24** | **1.1; 1.4** |
| 4. Cultural Event & Interview Project (2) | **100 (50 each)** | **10** | **1.5** |
| 5. Quizzes (10 X 10 points each) | **100** | **10** | **1.1; 1.6** |
| 6. Application Projects: Textbook  Critique/Analysis and Lesson Plan Design (2) | **60 (30 each)** | **6** | **1.1; 1.5** |
| 7. Reflective Personal Paper (1) | **70** | **7** | **1.1; 1.2** |
| 8. Participation and Attendance (15 X 10) | **150** | **15** | **1.1; 1.6** |
| 9. Final Exam (1) | **80** | **8** | **1.1; 1.6** |
| **Total** | **965** |  |  |

1. **Required Text and Materials**

**Text:** Howe, W. A., & Lisi, P. L. (2017) *Becoming a multicultural educator: Developing awareness, gaining skills, and taking action*. Thousand Oaks, CA: SAGE Publications, Inc. ISBN: 978-1-4833-6505-3. Second Edition. **Bring your textbook to each class.**

The free, open-access Student Study site at [http://study.sagepub.com/howe2e f](http://study.sagepub.com/howe2e)eatures web quizzes, web resources, and more.

**Recommended resources for additional exploration:**

**Videos**

* + Geneva Gay, *Culturally Responsive Education*
  + Lee Mun Wah, *Color of Fear*
  + Robert McNeil, *Do You Speak American?*

1. **Grading Scale**

90-100% A

80-89% B

70-79% C

60-69% D

Below 60% F

1. **ATTENDANCE POLICY AND LATE WORK POLICY:**

Attendance: “Student absences resulting from illness, family crisis, university-sponsored activities involving scholarship or leadership/participation responsibilities, jury duty or subpoena for court appearance, military duty, and religious observances are excusable according to university rules. The instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused. Moreover, during the first week of the semester, students must give to the instructor a list of the religious observances that will affect their attendance.” (Academic Regulations, University of Arkansas Catalog of Studies) This course will meet only once a week and students with unexcused absences will lose discussion points for the class period. Any student who leaves during the half-time break, will lose half discussion/participation points. **Furthermore, more than one unexcused absence will result in a 10point penalty on the final class grade.** You are expected to have completed all assigned readings and to come to class with your readings, your notes from the readings, and questions and insights to share. Active participation in the course is essential and expected. Repeated tardiness could result in loss of participation points.

In regards to tutoring day:

1. If you cannot attend a scheduled tutoring session, you must contact your instructor by phone or text at

LEAST 15 MINUTES PRIOR TO THE TIME YOU WERE SCHEDULED TO ENTER THE HOST SCHOOL CLASSROOM.

1. You must follow up the initial contact with your instructor with an email fully explaining the reason for your absence, and this email must be sent by noon on the day absent.

BECAUSE OF SCHOOLS’ SCHEDULES, IT CAN BE VERY DIFFICULT TO MAKE UP A MISSED TUTORING SESSION:

**Makeup Policie**s: Late work will not be accepted without penalty. A 10 percent reduction in grade per day will be apportioned except in extraordinary circumstances (death in the family, serious illness, etc.). If you have an excused absence as defined above, you may take a makeup examination. It is prohibited to submit an assignment that you have submitted or will submit for another course.

**Cell Phone Policy and Usage**: Please **turn off your cellular phones** upon entering the classroom and **put them away.** If you have an emergency situation and must put your phone on vibrate, please inform Dr. Howlett BEFORE class explaining the situation. You must leave the classroom to use your cell phone. During some classes, cell phones & other electronic devices will be used as a learning tool (Kahoot, Poll Everywhere, etc.)

* 1. Computers or tablets, **NOT cell phones**, may only be used in class to access online reading material related to the course content. No social media, e-mailing, or texting, etc. is allowed during class time. If you are in violation of the cell phone and technology policies, points will be deducted from your participation/attendance. Please be present and mindful others by focusing on your work and listening while others are speaking.
  2. During all forms or participation, please keep in mind the following ground rules: 

Listen actively and thoughtfully – consider perspectives different from yours.

* + - Speak from your own experience or from the readings—avoid interpreting for others.
    - Respectfully challenge others’ ideas: refer to the ideas; -- do not attack the person

**VI: ACADEMIC HONESTY**

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

I expect, and will enforce, a strict policy of academic honesty. Students who engage in plagiarism (from books, articles, the Internet etc.), or other forms of academic dishonesty, will be reported.

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.” “Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at [http://provost.uark.edu/ S](https://exchange.uark.edu/owa/redir.aspx?C=3afdc57dca6f460d98da7260776e1894&URL=http%3a%2f%2fprovost.uark.edu%2f)tudents with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.” SafeAssign will be used to detect plagiarism. If SafeAssign indicates that your level of copied material is greater than 10%, the instructor will closely examine the evidence for plagiarism AND all cases will be reported to the department for academic dishonesty.

**Center for Educational Access:**

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

**Inclement Weather Policy:**

Classes will be cancelled if the University closes. For detailed information, go to http://provost.uark.edu/185810.pdf

**Students with Disabilities**

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**Inclement Weather Policy:**

Classes will be cancelled if the University closes. For detailed information, go to http://provost.uark.edu/185810.pdf

**EMERGENCY PROCEDURES**

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu. **A. Severe Weather (Tornado Warning):**

* Follow the directions of the instructor or emergency personnel
* Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
* If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
* Stay in the center of the room, away from exterior walls, windows, and doors **B. Violence / Active Shooter (CADD):**  o CALL- 9-1-1
* AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
* DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it’s safe.
* DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

**XII. PROFESSIONALISM at School Sites**:

A. While completing service learning in schools, CIED 4403 students are to engage in professional behavior and dress, always remembering that they are the guests in the host schools and that they are representing the University of Arkansas. Not adhering to the host school rules or to guidelines will lead to dismissal and a failing grade.

# B. STUDENTS ARE REQUIRED TO DRESS APPROPRIATELY/PROFESSIONALLY. THIS MEANS NO JEANS OF ANY COLOR OR ANY JEAN MATERIAL, NO TANK TOPS, NO

TEE SHIRTS, NO SHIRTS WITH WRITING ON THEM, NO HATS OR CAPS, NO FLIPFLOPS, NO SEE-THROUGH CLOTHING, NO DRESSES, NO TIGHTS WITH SWEATERS, NO LOW-CUT TOPS, NO TIGHT FORM-FITTING PANTS.

1. STUDENTS WITH MULTIPLE BODY PIERCINGS MAY BE ASKED TO REMOVE SOME OF THEIR JEWELRY. TATTOOS MAY NEED TO BE COVERED.
2. NO GUM CHEWING DURING THE OBSERVATIONS AND NO EATING OR DRINKING.
3. SO, WHAT IS ALLOWED? DRESS SLACKS, KHAKI PANTS, DRESS SANDALS OR SHOES, PROFESSIONAL LOOKING DRESS SHIRTS/TOPS
4. IT DOES NOT MATTER WHAT YOU SEE TEACHERS IN THE HOST SCHOOL WEARING; PLEASE ABIDE BY THE GUIDELINES.
5. ALL PUBLIC SCHOOLS ARE TOBACCO-FREE/DRUG FREE/WEAPON FREE ZONES AND THIS INCLUDES ALL SCHOOL PROPERTY, EVEN THE PARKING LOT!!!!!
6. BE AWARE OF YOUR LANGUAGE (including grammar and use of appropriate language).
7. **NO ELECTRONIC DEVICES OF ANY KIND! IF YOU ARE DEALING WITH AN**

**EMERGENCY, SUCH AS A RELATIVE IN A HOSPITAL, NOTIFY YOUR INSTRUCTOR. EACH HOST SCHOOL HAS ITS OWN SET OF GUIDELINES AS TO WHEN, WHERE, AND HOW EMERGENCY NOTICES ARE TO BE HANDLED.**

1. Students who need to vary from the allowed apparel due to religious reasons may make special arrangements with the instructor.

***Note:*** *The syllabus may change at the discretion of the instructor. Changes will be announced in class and/or via Blackboard.*

**EDST 3223. American Educational History (Sp). 3 Hours.**

This course is designed to offer a comprehensive study of the history of the American education system. Students completing this course will be able to document the diverse and often competing influences into what has become the public school structure, as well as, the second system of American schools, parochial schools, arising out of the schooling conflict of the 1880's. Starting with the development of literacy skills and the formation of township or colony schools, the linage of schooling will be investigated from the late 1600's to the present time. Prerequisite: [EDST 3113](http://catalog.uark.edu/search/?P=EDST%203113) or instructor consent for non-EDSTBS majors. HISTBA or AMSTBA may waive [EDST 3113](http://catalog.uark.edu/search/?P=EDST%203113)

**University or Arkansas**

**College of Education and Health Professionals**

**Department of Curriculum & Instruction**

**Educational Studies**

**EDST 3223**

**American Educational History**

**Instructor**: Dr. Rhett Hutchins

**Office**: 119 Peabody Hall

**Office Hours**: By Appointment in Summer

**Phone**: 479-575-5561 (office) / 479-310-7733 (google)

**Email**: rjhutchi@uark.edu

**Course Number & Title**: EDST 3223 - American Educational History

**Class Time & Place**: MTTh 9:15 – 10:20 AM - Grad Ed 229

**Required Text**

*American Education: A History, 5th Edition* (2013) by Wayne Urban & Jennings

Wagoner (978-0415539135) Routledge

*The School in the United States: A Documentary History* (2014) by James Fraser

(978-0415832472) Routledge

**Additional Reading**

Additional readings maybe posted to Blackboard throughout the duration of the course.

**Course Goals**

This course is designed to offer a comprehensive study of the history of the American education system. Students completing this course will be able to document the diverse and often competing influences into what has become public school structure, as well as, the second systems of American schools, particularly parochial Catholic schools.

**Course Description**

This course is designed to offer a comprehensive study of the history of the American education system. Students completing this course will be able to document the diverse and often competing influences into what has become the public school structure, as well as, the second system of American schools, private/parochial schools arising out of the schooling conflict of the 1880’s. Starting with the development of literacy skills and the formation of township or colony schools, the linage of schooling will be investigated from the late 1600's to the present time.

**Course Objectives**

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

1. Establish the historical linage resulting in the modern school structure in American society.
2. Examine the influences of notable American figures on the development of schooling: Benjamin Franklin, Thomas Jefferson, Benjamin Rush, Noah Webster, Horace Mann, Catherine Beecher, Fredrick Douglas, W.E.B. DuBois, Booker T. Washington, John Dewey, Margaret Haley, George Counts, John Holt, Jonathan Kozol, and post-1990’s educationalist.
3. Understand the influence of differing social, political, cultural, ethnic, and religious factors upon the ideas and practice of schooling across the time periods from the late 1600’s to 2000’s.

**Instructor Expectations**

* All students will work to the best of their abilities.
* All students will communicate orally and in writing.
* All students will think analytically and produce original work.
* All students will demonstrate sensitivity for culture, language, religion, disability, gender, socio-economic status, and sexual orientation of individuals.

**Attendance Policy**

Attendance and active participation are essential for understanding the course content as well as engaging in the learning process with others. As a member of a learning community and a pre- professional educator, it is expected that you demonstrate responsible attendance; arrive punctually for class; actively anticipate in class sessions; and schedule all appointments (medical, work, etc.) at times other than class times.

As this course is based on student-lead discussion, no more than 3 absences are permitted during the semester. A forth absence will result in a “WF” from the course. Any absence from class (excused or unexcused) will be counted as an absence unless a department of the University of Arkansas excuses it for official university business.

If there are extenuating circumstances that impact your attendance, it is your responsibility to immediately contact me to discuss the situation. For prolonged attendance conflicts, such as medical issues or loss of a family member, please contact the Dean of Students Office or the Division of Student Affairs at the University of Arkansas.

**Religious Absences**

If you will be participating in any religious observations during the course of this class, please provide me with a list of dates as well as the religious observation being observed before the end of the first week of the course. Most Judeo-Christian (Protestant, Catholic, Orthodox Christian & Jewish, and Reformed Jewish) religious observations are on the standard calendar and are recognized by myself. I am aware of many Islamic, Hindu, and Buddhist religious observations as well, but they are not lodged in my consciousness. Religious observations will not count against the course attendance policy as long as assignments are made up. Participation may be made up via a reflective journal detailing the religious significance and the promotion of religious education experiences.

***Summer 2016 Religious Holy Days***

Ramadan (Beginning) – June 6 (Monday)

Shavouth – June 12 (Sunday)

Laylat al-Qadr – July 1 (Friday)

Eid al-Fitr – July 5 (Tuesday)

**Course Management Software**

The course is supported by Blackboard course management system. Blackboard provides the home base for this course. I will use Blackboard to communicate with you, to provide you with course materials, including course syllabus, handouts, PowerPoint slides, and assignments. Blackboard also provides you with a meeting place for your group so you will be able to meet online as well as in person. Every student will receive a Blackboard login and password with which you can access this course. The Blackboard URL is https://learn.uark.edu/. You should access this page regularly for the latest announcement and course activities.

**Accommodations for Students with Disabilities**

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

**Academic Integrity**

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

This course requires a research paper submitted at the end of the grading period which will be processed through Safe Assign plagiarism software used by the University of Arkansas.

**Equal Treatment**

The University faculty, administration, and staff are committed to providing an equal educational opportunity to all students. The University of Arkansas does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race, religious commitment, sex, or sexual orientation in any of the activities conducted on this campus.

**Inclement Weather Policy**

In cases where the weather has caused hazardous driving conditions, the University may be closed and if such conditions prevail at 5:00 A.M., the closure will be for the day. Announcements of the University‚s closing are given to the University‚s radio station (KUAF, 91.3) and other local radio and TV stations for broadcast. Closing information is also available through the University‚s website, voicemail, or by dialing 479-575-7000

**Changes to the Syllabus**

A syllabus is a tool to help you plan your time. Every effort is made to make the syllabus as complete as possible, but there may be occasions when changes are required, including changes in the grading components. The instructor will announce any deviations from this syllabus in class.

**Professionalism**

Students are required to maintain professional decorum during class. Cell phones and other non-approved electronic devices must be turned off and out of sight during class. iPads, tablets, and laptops will be permitted in class. Unprofessional behavior during class will result in the student being dismissed from class for the remainder of the day. Cell phones should be switched to silent. Never answer a call or text in class. If a call is of an emergency nature, leave the room.

**Grading Scale for Educational Studies Course**

A = 90% - 100% Outstanding achievement, earned by a relatively small number of excellent scholars

B = 80% - 89% Good achievement

C = 70% - 79% Average achievement

D = 65% - 69% Poor but passing work

F = 64% or below Failure, unsatisfactory work

XF Failure, academic dishonesty

I Incomplete course requirements

**Assignments**

*Assigned Discussion Leadership – 20%*

Each student (or pair of students) will lead discussion over their assigned topic/chapter, twice, during the semester. As discussion leader, it is your duty to lead the discussion for the entirety of the class period. Prior to your assigned day [6 pm the evening before], you must email an outline of your discussion and topical question to the instructor.

*Daily Discussion Productivity/Participation* – 40%

Active discussion is required in this historical discussion course. With a very small class size, 15-20 students, engagement with material between readers is highly sought.

*Historical Issue Research Paper* – 40%

Select an issue of historical educational importance and research it’s development or lasting effects covering three major time periods/frames. Timeframes maybe consecutive or disparate, but approval must be given from the instructor.

Topic Due Date – June 24, 2016

Annotated Bibliography – July 1, 2016

Paper Due Date – July 21, 2016

Assignment should be submitted following the APA 6th style. Average assignment length is 10-12, single spaced pages. Minimum of six academic sources required. Course texts may be used, but are not considered in the minimum requirement

|  |  |  |  |
| --- | --- | --- | --- |
|  | Reading For Class | Topics in Class | Work Due |
| Tuesday, May 31 |  | Syllabus |  |
| Thursday, June 2 | Urban & Wagner – Chapter 1  Fraser – *Virginia Council; Virginia State on the Education of Indian Children Held Hostage; The Speech of Red Jacket, the Seneca Chief* | Native American & Early Colonial Education | Tanner & Dalton present |
| Monday, June 6 | **No Class** |  |  |
| Tuesday, June 7 | Urban & Wagner – Chapter 2 | Colonial Education | Dr. Hutchins |
| Thursday, June 9 | Fraser – *South Carolina Statute on the Conversion of Slaves to Christianity; A Missionary Report from Mr. Taylor to the Society in North Carolina on the Baptism of Slaves; Enquiries to the Governor of Virginia; Massachusetts’ Old Deluder Satan Law; The New England Primer* | Colonial Education | Dr. Hutchins |
| Monday, June 13 | Urban & Wagner – Chapter 3 | Early American National Education | Dr. Hutchins |
| Tuesday, June 14 | Fraser *– A Bill for the More General Diffusion of Knowledge; Thoughts upon Female Education; On the Education of Youth in America; The American Spelling Book* | Early American National Education | Dr. Hutchins |
| Wednesday, June 15 | Urban & Wagner – Chapter 4 | The Common School Movement | Chandler & Darion present |
| Thursday, June 16 | Fraser – *The Northwest Ordinance; Mann’s 10th & 12th Annual Report; An Essay on the Education of Female Teachers for the United States; Petition of the Catholics of New York; Stowe’s Report on Elementary Public Education* | The Common School Movement | Henry & Meshell present |
| Monday, June 20 | Urban & Wagner – Chapter 5 | Race & Education, Part I | Felicia & Becca present |
| Tuesday, June 21 | Fraser – *The Desegregation of Boston Public Schools; The Narrative Life of Fredrick Douglas; The Journal of Charlotte Forten; The Future of the American Negro; The Soul of Black Folk* | Race & Education, Part I | Dalton & Tanner present |
| Thursday, June 23 | Urban & Wagner – Chapter 6;  Fraser – *National Education Association Report on the Committee on Secondary School Students* | The Modern School System Begins | Craig & Dalton present  **Research Topic & Periods Due (Friday)** |
| Monday, June 27 | Urban & Wagner – Chapter 7;  Fraser – *Adolescence; Why Teachers Should Organize* | Progressive Era Education | Taylor & Henry present |
| Tuesday, June 28 | Fraser – *A Policy of Industrial Education; Vocational Education; Education v. Trade Training; Isolation in the School; The School & Society* | Progressive Era Education | Madison & Andrea present |
| Thursday, June 30 | Urban & Wagner – Chapter 8  Fraser – *Cardinal Principles of Secondary Education; National* Intelligence Test | Completing the Modern School System | Donna & Darion present  **Annotated Bibliography Due (Friday)** |
| Tuesday, July 5 | Fraser – *The Problem of Indian Administration;*  *The Asian Experience in California; American Me; Teaching Children of Puerto Rico Background in the New York City Schools* | Race & Education, Part II | Chandler & Meshell present |
| Thursday, July 7 | Urban & Wagner – Chapter 9 & 10 | Depression & War on Education | Donna & Andres present |
| Monday, July 11 | Fraser – *The American High School Today; Dare to Build a New School Order?; Sputnik & Science Education; Education for All Children* | Depression & War on Education | Danielle & Taylor present |
| Tuesday, July 12 | Fraser – *Ready from Within; Brown v. Board of Education; How Children Learn About Race;* | Race & Education, Part III | Dr. Hutchins |
| Thursday, July 14 | Urban & Wagner – Chapter 11 & 12 | Equity & Equality in Education | Tayler & Madison present |
| Monday, July 18 | Fraser - *36 Children; How Children Fail; Death at an Early Age; Elementary & Secondary Education Act; Title IX;* | Equity & Equality in Education | Becca & Felicia present |
| Tuesday, July 19 | Fraser – *Engle v. Vitale; Tinker v. Des Moines; Lau v. Nichols* | Legal Education Cases | Danielle & Tayler present |
| Thursday, July 21 | Fraser – *A Nation at Risk; The Disuniting of America; The Manufactured Crisis; No Child Left Behind; Leaving NCLB?; NCLB & the Effort to Privatize Public Education* | School Choice | Craig & Dalton present  Final Paper Due |

**CIED 4022. Classroom Management Concepts (Sp). 2 Hours.**

A number of different classroom management techniques are studied. It is assumed that a teacher must possess a wide range of knowledge and skills to be an effective classroom manager. Prerequisite: Admission to the M.A.T. program.

**Department of Curriculum and Instruction**

**Classroom Management Concepts**

**SEED 4022**

Instructor: Kevin McKinley Meeting Place: PEAH 309

Email: mckinley.kevin31@gmail.com Meeting Time: 5:30 pm-8:00

Course Purpose

A number of different classroom management techniques are studied. It is assumed that a teacher must possess a wide range of knowledge and skills to be an effective classroom manager.

Student Outcomes

At the conclusion of this course, the students will be able to:

* Describe the importance of classroom management to the learning process: TESS Domains 1 & 2, ATS 3 & 5
* Implement appropriate classroom rules and procedures: TESS 2; ATS 3
* Recognize and utilize appropriate disciplinary interventions: TESS 2; ATS 3
* Implement a variety of classroom management strategies: TESS 2: ATS 3
* Reflect on their efficacy as a classroom manager: TESS 4; ATS 9

Required Texts

* Marzano, R.J., Marzano, J.S, Pickering, D.J. (2003). *Classroom Management that Works: Research-Based Strategies for Every Teacher.* Alexandria, VA: Association for Supervision and Curriculum Development.
* Other selected readings provided by email or in class by instructor

Scholar-Practitioner Conceptual Framework

Scholar-practitioners are:

* Knowledgeable
  + They access, use, and/or generate knowledge
  + They understand, respect and value diversity
  + They are knowledgeable about teachers and teaching, learners and learning, schools and schooling
* Skillful
  + They plan, implement, and model best practices
  + They communicate, cooperate and collaborate with others
* Caring
  + They understand, respect, and value diversity
  + They make decisions based upon professional standards and ethical criteria
* Inquiring
  + They are developing professionals and lifelong learners

Instructional Methods

This student-centered course depends upon active student participation. Students engage in individual, small group and large group activities and are exposed to a variety of models of teaching and learning. Time is spent participating in activities as middle or high school students and analyzing activities and resources as prospective teachers.

Attendance

Regular attendance is an important component to a course designed to help you develop into a teaching professional. After 2 absences you will need to meet with me during office hours to best determine how you will be able to successfully complete the course requirements.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact me after the first class so that we can coordinate service

Academic Dishonesty

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

Course Requirements

This course is designed to accompany the secondary internship in that what students experience in the classroom is often directly applicable in the concurrent internship experience. Keeping this in mind, the course has been designed to encourage the development of advanced instructional techniques and the assignments that are designed to translate directly to the classroom will hold the most weight in your final grade. Additional information will be provided for these assignments at the appropriate time.

Grade Scale:

100-90 – A

89-80 – B

79-70 – C

69-0 – F

**Late Assignments will be penalized 10% *per day* late.**

* Philosophy of Classroom Management (CMP) 20%
* In-Class Performance Assessments 4 @ 10% each 40%
* Presentation 20%
* Final Exam 20%

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TOTAL 100%

Philosophy of Classroom Management 20% of Final Grade

An 800-1000 word description of your personal philosophy on classroom management. See assignment handout for details.

In-Class Performance Assessments 4 @ 10% each 40% of Final Grade

Tasks completed in class that will evaluate your understanding classroom management.

Presentation 20% of Final Grade

Group presentation of one of the discipline models from the text. See assignment handout for details.

Final Exam 20% of Final Grade

**CIED 4063. Disciplinary and Interdisciplinary Literacies in Education (Fa, Sp). 3 Hours.**

This course teaches the integration of reading, writing, and new literacies within the discipline and across disciplines. Theory and strategy are presented as integrated strands of the language process as presented in the context of instructional principles and suggested teaching practices. A solid research base is emphasized while keeping the focus on practical application. Prerequisite: Admission to Teacher Education M.A.T. Program. May be repeated for up to 6 hours of degree credit.

**Department of Curriculum and Instruction**

**Disciplinary and Interdisciplinary Literacies in Education**

**SEED 4063**

Instructor:

Office:

Office Hours:

Course Purpose

**Disciplinary and Interdisciplinary Literacies in Education (Fa, Sp).** This course teaches the integration of reading, writing, and new literacies within the discipline and across disciplines. Theory and strategy are presented as integrated strands of the language process as presented in the context of instructional principles and suggested teaching practices. A solid research base is emphasized while keeping the focus on practical application.

Required Textbook

Fisher, D., & Frey, N. (2012). *Improving Adolescent Literacy: Content Area Strategies at Work* (4th ed.). New York, NY: Pearson.

Hinchman, K., & Sheridan-Thomas. H. (Eds.). (2014). *Best Practices in Adolescent Literacy Instruction* (2nd ed.). The Guilford Press.

Other readings provided by the instructor (access on Blackboard)

Student Outcomes

At the conclusion of this course, the students will be able to:

* Discuss the role of literacy instruction in content area classrooms.
* Analyze the role of the content area disciplines in the Common Core State Standards for ELA and Literacy
* Integrate appropriate strategies for literacy instruction with content area instruction. TESS 3
* Define and describe the nature of discipline specific literacy for their content area.
* Investigate and utilize appropriate discipline specific literacy skills for their content area. TESS 3
* Evaluate and explicate the balance between discipline-specific literacy skills and content area literacy standards of the Common Core.

Arkansas Standards for Beginning Teachers

At the conclusion of this course, students will have made progress in *knowledge, dispositions and performance* towards:

* Standard #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.
* Standard #2: The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.
* Standard #3: The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

Scholar-Practitioner Conceptual Framework

Scholar-practitioners are:

* Knowledgeable
  + They access, use, and/or generate knowledge
  + They understand, respect and value diversity
  + They are knowledgeable about teachers and teaching, learners and learning, schools and schooling
* Skillful
  + They plan, implement, and model best practices
  + They communicate, cooperate and collaborate with others
* Caring
  + They understand, respect, and value diversity
  + They make decisions based upon professional standards and ethical criteria
* Inquiring
  + They are developing professionals and lifelong learners

Instructional Methods

This student-centered course depends upon active student participation. Students engage in individual, small group and large group activities and are exposed to a variety of models of teaching and learning. Time is spent participating in activities as middle or high school students and analyzing activities and resources as prospective teachers.

Attendance

Regular attendance is an important component of a course designed to help you develop into a teaching professional. It is expected that you will attend all class meetings. If you need to be gone, please notify me ahead of time. If attendance becomes an issue, we will need to meet to best determine how you will be able to successfully complete the course requirements.

Blackboard

Course materials and additional readings can be accessed through Blackboard at <https://learn.uark.edu/>.

Students with Disabilities

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Course Requirements

This course is designed to improve your abilities as a content area teacher. As such, the course requirements include opportunities for you to prove your mastery of literacy strategies through weekly inquiry-based assignments, a lesson plan that integrates literacy strategies, and a project-based investigation of discipline specific literacy skills. As with other courses in the MAT program, your participation in this course is encouraged, expected and evaluated.

Grade Scale:

200 - 180 – A

179 - 160 – B

159 - 140 – C

139 - 120 – F

* Weekly Inquiry Assignments
  + 8 Assignments x 10 pts. each 80 points
* Reflections (4) 20 points
* Discipline-Specific Literacy Group Project 70 points
* Blackboard Discussions 20 points
* Attendance and Participation 10 points \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TOTAL 200 points

Weekly Inquiry Assignments 40% of Final Grade

Each week we will address a specific inquiry into content area literacy. You will be expected to complete an inquiry assignment in your own classrooms each week. These will ask you to examine your own teaching practices, design and implement literacy strategies, analyze your students’ needs, and reflect on your own learning as a teacher. Class will begin each week with discussion of your findings and experiences with each assignment over the course of the previous week. To prepare for these assignments and the discussion that will follow, please skim the extended readings that accompany each inquiry. Consider the ways in which the presented literacy strategies work in your specific content area. We will also spend time each class period introducing the following week’s inquiry assignment.

Reflections 10% of Final Grade

You will have a total of four reflections throughout the semester. You will be asked to reflect on specific experiences as they relate to the pedagogical methods you have learned, the pedagogical processes you are encountering, and the metacognitive aspect of your classroom experience as it relates to your own educational knowledge and background.

Discipline-Specific Literacy Group Project 35% of Final Grade

Is it literacy in the content area or content area literacy? What’s the difference? Along with other members of your group, you will investigate, evaluate and explicate the balance between discipline-specific literacy skills and content area literacy standards of the Common Core. More information for this group project will be provided at the appropriate time.

Blackboard Discussions 10% of Final Grade

Additional readings supplied by the instructor will require students to post responses on Blackboard discussion board.

Attendance and Participation 5% of Final Grade

Teaching is not a profession that allows you to show up whenever you want and participate as much as you want. Being a teacher means that more than 100 students will be looking to you for guidance and new knowledge *every single day.* They show up even if you don’t. Likewise, these students will learn very little if you do not actively engage them. My expectation for you is no different in this class. I expect you to be here whenever humanly possible, and I expect you to engage in your learning. In return, I promise to be here to provide guidance and help you to construct new knowledge. You have a total of 3 absences that will go unquestioned. Once a 4th absence occurs, your grade will be lowered by one letter grade for the course. Meaning if you complete the course with a B and you miss four or more times, your grade will be lowered by one letter grade and so forth for each day missed thereafter. If you have an emergency, please email me well in advance of class.

**CIED 4203. English Language Arts/Speech & Drama Methods of Instruction (Fa). 3 Hours.**

This course provides an introduction to teaching English language arts (ELA) and speech/drama in the context of elementary, middle and high school settings. The topics, issues, methods, and materials encompassing philosophical, cognitive, and psychological dimensions of teaching the content area provide the major tenets of instruction.

**Department of Curriculum and Instruction**

**Program Affiliation:** Secondary/Multilevel Education

**Course Number and Title**: SEED 4203: Methods of English Language Arts/Speech & Drama Instruction

**Catalog Description:** This course provides an introduction to and examination of practices for English language arts (ELA) instruction, defined here to include speech and theatre, in the context of elementary, middle school, junior high, and high school settings. The topics, issues, methods, and materials encompassing philosophical, cognitive, and psychological dimensions of teaching the content area provide the major tenets of instruction. The planning of instruction and the development of instructional materials are included.

**Prerequisite: Admission to BAT English Education**

**Instructor**:

**Office**:

**Phone:**

**Email**:

**Course Goal:** The special methods courses are designed to help prepare the students to become effective ELA or drama/speech teachers. Students will learn to apply strategies relative to pedagogical decision-making, problem solving, creative/critical thinking, and develop attitudes of responsibility for those decisions.

**Essential Questions**

What does it mean to be a writer?

What does it mean to teach writing?

How can teachers create opportunities for dialogue?

How can English and Drama/Speech be taught through arts integration?

**Required Texts**:

Juzwik, M.M., Borsheim-Black, C., Caughlan, S., & Heintz, A. (In press.) *Inspiring talk: Putting student voices at the core of English teaching.* New York: Teachers College Press.

McCormick, P. (2013). Never fall down. New York: Harper Collins.

**Strongly** Recommended:

**•** Join your state and national teacher organizations and subscribe to their journals

• Attend local, state, regional or national conferences

**Competencies:**

Upon completion of this course, the student should be able to:

1. Analyze the responsibilities of classroom teachers in terms of standards, accountability, and accreditation policies within specific context (TESS 1A-1F, 4A-4F; ATS 9)
2. Assess individual differences among students and identify learning experiences appropriate to meet the needs of learners (TESS 1A-1F, 2A-2F, 3A-3F, 4A-4F; ATS 1, 2, 3, 5, 7, 8)
3. Discuss and evaluate recent public policy initiatives (TESS 4D, E, F, ATS 9)
4. Describe the responsibilities of classroom teachers in terms of standards, accountability, and accreditation policies Design research-based approaches to the communication arts (TESS 1A-1F, 2A-2F, 3A-3F; ATS 1, 2, 3, 4, 5, 9)
5. Develop a set of resources (literary texts, instructional methods, approaches) suitable for meeting the needs of secondary students (TESS 1A-F, 2A-F, 3A-F, 4D; ATS 1, 2, 3, 4, 5, 6, 7, 8)
6. Design and evaluate interactive lessons integrating the alignment of the language arts to relevant standards in a manner appropriate for secondary students (TESS 1A-F, 2A-F, 3A-F; ATS 1, 2, 3, 4, 6)
7. Discuss appropriate uses of standardized test data to enhance instruction in secondary classes (TESS 1A-F, 2A-F, 4 A, B; ATS 1, 2, 3, 4, 5, 6, 7, 8)
8. Demonstrate the potential to apply appropriate instructional strategies to a variety of teaching situations (TESS 1A-F, 2A-F; ATS 1, 2, 3, 8).
9. Discuss methods to diversify instructional approaches to match a variety of learning styles, interests, and abilities (TESS 1A-F, 2A-F, 4A; ATS 1, 2, 3, 4, 5, 7, 8).
10. Develop methods, materials, and approaches for modifying instruction based on students’ exceptionalities (TESS 1A-F, 2A-F, 4A; ATS 1, 2, 3, 4, 5, 7, 8).
11. Utilize technologies in secondary communication arts classes (TESS 1A-F, 2A-F, FA, D, E; ATS 1, 2, 3, 7, 8).
12. Reflect orally and in writing on professional practice (TESS 4A; ATS 7).
13. Develop a sense of professional identity as a teacher (TESS 4D, E, F; ATS 7, 9, 10)

**Content:**

* 1. Composition pedagogy
  2. Argumentative writing
  3. Creative non-fiction writing
  4. Writing assessment
  5. Ethical issues of teaching
  6. Dialogue
  7. Arts Integration
  8. Adolescent literacy
  9. Current pedagogy

**Evaluation:**

1. Observation & Reflection (15%)
2. Daily attendance and participation (10%)
3. “How is writing taught?” record, reflection, and analysis (10)%
4. Professional Development & Reflection (10%)
5. Professional Article Critique (20%)
6. Class Profile Project (25%)
7. Soundtrack of Your Life (10%)
8. Maintain lesson plans for each lesson you teach/observe

**Syllabus Changes:**

The instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

1. **Grading Scale:**

100-90 = A

89-80 = B

79-70 = C

69-00 = F

**Course Policies:**

**Grading:** Work for this course will be assessed using a continuous revision model, providing opportunities for students to revise and continue to develop as writers, thinkers, readers, and future teachers.

**Late Assignments:** Late work will be assessed a penalty of 15% (the equivalent of one letter grade).

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

**Accommodations:**

Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104 and on the web at: http://www.uark.edu/ua/csd/applications.htm The CSD provides documentation to students with disabilities who must them provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure that sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

**Classroom Behavior:**

Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior determined by the instructor) will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook.

**Inclement Weather:**

In case of inclement weather, class will be held unless cancelled by the University of Arkansas. If classes have not been cancelled and the student feels it is too dangerous to come to class because of the weather, it is the responsibility of the student to make up missed assignments and be prepared for the next class meeting.

**Attendance and Participation (10%):** I am taking attendance.Given the importance of our work, your attendance and active participation in class is required. Three absences will lower your grade 10%. A fourth absence will result in our meeting to discuss your future standing in the course/program. If you are unable to attend class for some reason, please call, text, or email me in advance.

**References:**

Anderson, J. (2005). *Mechanically inclined: Building grammar, usage, and style into writer’s workshop.* Portland, ME: Stenhouse Publishers.

Anderson, J. (2007). *Everyday Editing: Inviting students to develop skill and craft in writer’s workshop.* Portland, ME: Stenhouse Publishers.

Applebee, A.N. (1974). *Tradition and reform in the teaching of English: A history.* Urbana, IL: National Council of Teachers of English.

Atwell, N. (1998). *In the Middle: New Understandings about Writing, Reading, and Learning.* Portsmouth, NH: Heinemann.

Beers, K., Probst, R. E., & Rief, L. (Eds.). (2007). *Adolescent literacy: Turning promise into practice.* Portsmouth, NH: Heinemann.

Biancarosa, C., & Snow, C. E. (2006). Reading next—A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York (2nd ed.).Washington, DC: Alliance for Excellent Education.

Brozo, W. G. (2002). *To be a boy, to be a reader: Engaging teens and preteen boys in active literacy.* Newark, DE: International Reading Association.

Campbell, K. H. (2007). *Less is more: teaching literature with short texts – grades 6-12.* Portland, ME: Stenhouse Publishers.

Christenbury, L. (2006). *Making the journey: Being and becoming a teacher of English language arts.* Portsmouth, NH: Heinemann.

Common Core State Standards Initiative (CCSSI). (2010). *About the standards*. Retrieved from http://www.corestandards.org/about-the-standards

Copeland, M. (2005). *Socratic circles: Fostering critical and creative thinking in middle and high school.* Portland, ME: Stenhouse.

Flynn, R.M. (2011). *Dramatizing the content with currliculum-based readers theatre, grades 6-12.*

Newark, DE: International Reading Association.

Gallagher, K. (2006). *Teaching Adolescent Writers.* Portland, ME: Stenhouse.

Golden, J. (2001). *Reading in the dark: Using film as a tool in the English classroom.* Urbana, IL: National Council of Teachers of English.

Golden, J. (2006). *Reading in the reel world: Teaching documentaries and other nonfiction texts.* Urbana, IL: National Council of Teachers of English.

Graham, S., & Perin, D. (2007). *Writing Next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education.

Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement (*2nd ed). Portland, MA: Stenhouse Publishers.

Harris, J. (2006). *Rewriting: How to do things with texts*. Logan, UT: Utah State University Press.

Hillocks, G. (2011). *Teaching argument writing, grades 6-12: Supporting claims with relevant evidence and clear reasoning*. Heinemann.

Hobbs, R. (2007). *Reading the media: Media literacy in high school English.* Newark, DE: International Reading Association.

Irvin, J. L., Buehl, D. R., & Klemp, R. M. (2007). *Reading and the high school student: Strategies to enhance literacy.* New York, NY: Pearson Publishing.

Keene, E. O., & Zimmermann, S. (2007). *Mosaic of thought: The power of comprehension strategy instruction.* Portsmouth, NH: Heinemann.

Marzano, R. J. (2004). *Building background knowledge for academic achievement: Research on what works in schools.* Alexandria, VA: Association for Supervision and Curriculum.

National Writing Project & Nagin, C. (2006). *Because writing matters: Improving student writing in our schools.* San Francisco, CA: Jossey-Bass Publishers.

O'Connor, J. S., Dean, D., & Gardner, T. (2011). *This Time It's Personal: Teaching Academic Writing through Creative Nonfiction*. National Council of Teachers of English.

Smith, W.S. & Wilhelm, J.D. (2002). *‘Reading don’t fix no chevys’: Literacy in the lives of young men.* Portsmouth, NH: Heinemann.

Sprague, M.M. & Keeling, K.K. (2007). *Discovering their voices: Engaging Adolescent girls with young adult literature.* Newark, DE: International Reading Association.

Wilson, M. (2006). *Rethinking rubrics in writing assessment.* Portsmouth, NH: Heinemann.

**SEED 4213. Issues and Trends in Literacy (Sp). 3 Hours.**

This course provides an examination of practices to teaching literacy, broadly defined. The topics, issues, methods, and materials encompassing philosophical, cognitive, and psychological dimensions of teaching provide the major tenets of instruction. May be repeated for up to 6 hours of degree credit.

**SEED 4213 Issues & Trends in Literacy Instruction**

**Teaching Reading and Literature in the Secondary School**

**Instructor**:

**Office**:

**Office Hours**:

**Email**:

**Course Rationale**: Reading literature in secondary schools offers adolescents opportunities to participate in imaginative and intellectual exercises that foster deeper self-understanding, promote social justice, and heighten their awareness of the cultural communities in which they live. Recognizing that, this course explores a range of theoretical and practical issues related to literature instruction with the intention of understanding how, as English teachers, we can best teach literature, fiction as well as non-fiction, to middle school, junior high, and high school students. Using the notion of “envisionment” as an overarching conceptual framework, we’ll explore various facets of an effective literature program. In doing so, we’ll learn to plan and enact effective class discussions that foster deeper literary understanding, teach personal and formal analytic writing about literary texts, and incorporate new media as a tool to support students’ growth as readers. Throughout the course we’ll also ask how, as aspiring English teachers, we can design instruction that targets students’ learning needs, enriches their transactions with literary texts, and makes use of talk to help them construct complex literary understandings. Students are encouraged to approach this graduate level course willing to wrestle with complex problems for which there won’t necessarily be clearly defined answers.

**Course Objectives:**

* Using the concept of “envisionment” as a conceptual framework, students will correctly identify and account for the theoretical and practical components of an effective literature instruction program.
* Students will collect relevant background information about their pupils and use it to design instruction that meets their specific learning needs.
* Students will identify features of whole class discussions known to promote comprehension and high level thinking and evaluate the extent to which those features are present in the discussions they facilitate.
* Students will design a web quest with the intention of frontloading their pupils’ study of a full-length literary work.
* Drawing on the assigned readings and class discussions, students will explain how they will help pupils develop complex literary understandings and ensure their success as readers.
* Students will participate in critical conversations about the assigned readings with the intention of identifying and analyzing issues that concern contemporary literacy educators.

**Essential Questions:**

* What does the process of literary understanding look like, and how, as English teachers, can we structure our teaching in a way that actively promotes it? ATS 4,5/ TESS 3
* In an age of Common Core State Standards, how, as English teachers, can we design and enact instruction that is responsive to adolescents’ ideas, experiences, and needs while at the same time ensuring that they are college and career ready? ATS 4,5, 9 / TESS 3, 4
* What are defining characteristics of class discussions known to promote comprehension and high- level thinking?
* How can we use action research to improve our effectiveness as English teachers and better meet our students’ needs? ATS 9, 10 / TESS 1,4
* As English teachers, how can we support developing readers in acquiring the kinds of tools and practices that we value as members of a literary community of practice?

**Required textbooks** (available at the University Bookstore / 616 N. Garland Avenue):

Beach, R., Appleman, D., Hynds, S., & Wilhelm, J. (2011). *Teaching Literature to Adolescents*. New

York: Routledge.

Gallagher, K. (2004). *Deeper Reading.* Portland, ME: Stenhouse.

Kittle, P. (2013) *Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers.*

Portsmouth, NH:Heinemann.

Na, An. (2001). *A Step From Heaven*. New York: Speak.

**Course Policies:**

**Late Assignments**: Late work, defined here as assignments that are not ready to be submitted at the start of class on the assigned due date, will be assessed a penalty of 15% (the equivalent of one letter grade). Written work submitted two days after the assigned due date will be evaluated upon request, but credit will not be granted.

**Submission of Assignments**: All work turned in for evaluation should be typewritten and double-spaced, and should employ 1 inch margins on all sides. Please use 12-point font and a legible typeface. Be sure your printer toner allows you to produce clear copies prior to the date of submission. Written work submitted by email will not be accepted.

**Incompletes**: Incompletes are not given except in the case of a documented medical emergency. If you choose to take an incomplete for any other reason, the default grade will be an “E.”

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

**Accommodations:** Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104 and on the web at: http://www.uark.edu/ua/csd/applications.htm The CSD provides documentation to students with disabilities who must them provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure that sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

**Classroom Behavior:** Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior determined by the instructor) will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook.

**Inclement Weather:** In case of inclement weather, class will be held unless cancelled by the University of Arkansas. If classes have not been cancelled and the student feels it is too dangerous to come to class because of the weather, it is the responsibility of the student to make up missed assignments and be prepared for the next class meeting.

**Mobile Devices**: I have a family and understand the desire to have a mobile device available in case of emergencies. Please follow my lead by muting or putting your mobile device on vibrate and monitoring it as infrequently as possible.

**Course Requirements**:

**Attendance**: Given the importance of our work, your attendance and participation in class discussions is required. While you are allowed to miss one class, **a second absence will lower your grade one letter**. A third absence will lower your grade two letters, meaning that you can earn no higher than a “C”. A fourth absence will result in your failing the course. Please note that I do not distinguish between excused and unexcused absences, except in the case of a documented medical emergency. If you are unable to attend class, it is your responsibility to e-mail me *in advance* and explain the situation. *If a student is tardy three times, it will be counted as an absence.*

**Action Research Project**: (200 points) You’ll be asked to work with your second rotation mentor teacher to identify a class that will serve as the focus for your action research project. This project will span the course of the semester, and it is designed to give you experience diagnosing and responding to your students’ learning needs while also preparing you to practice reflective teaching.

**Participation in a Professional Learning Network** (50 points): Professional learning networks (PLNs) present English teachers with a powerful tool for building professional knowledge and collaborating with others. They enable teachers to connect with others who can offer support, advice, and feedback. To expand your own PLN this semester, you’ll be asked to participate in a minimum of two Twitter chats that are specific to your chosen field. You are welcome to consult the schedules for either the **#engchat** ([http://engchat.org/](https://exchange.uark.edu/owa/redir.aspx?C=QXnw2O5GxkG8FpRLRlp2TxiOx36s5dAI_0_pVm1F3aH_PqMYtpOGiT65Lckzy6iYCMBkQYUpHvM.&URL=https%3a%2f%2furldefense.proofpoint.com%2fv1%2furl%3fu%3dhttp%3a%2f%2fengchat.org%2f%26k%3dt8cWouLHMWKnKZhAFQUeVA%253D%253D%250A%26r%3dTvXBbnAuTqhWL4H%252BmoKnWdBRBfjMzHNycuZeClELUyE%253D%250A%26m%3dCZEG9zZIrEaBda6btknaMQkv%252FZ6QdhQf05mzPp%252FvqUA%253D%250A%26s%3d0f810e5db73613639679134cd14ca3d6687bedec2aecfd10f7b71b639bc8844b)) or the **#literacies** ([http://literacieschat.wordpress.com/](https://exchange.uark.edu/owa/redir.aspx?C=QXnw2O5GxkG8FpRLRlp2TxiOx36s5dAI_0_pVm1F3aH_PqMYtpOGiT65Lckzy6iYCMBkQYUpHvM.&URL=https%3a%2f%2furldefense.proofpoint.com%2fv1%2furl%3fu%3dhttp%3a%2f%2fliteracieschat.wordpress.com%2f%26k%3dt8cWouLHMWKnKZhAFQUeVA%253D%253D%250A%26r%3dTvXBbnAuTqhWL4H%252BmoKnWdBRBfjMzHNycuZeClELUyE%253D%250A%26m%3dCZEG9zZIrEaBda6btknaMQkv%252FZ6QdhQf05mzPp%252FvqUA%253D%250A%26s%3dd7d6e5cdd36acd06cbbf128d1df1741052fa75801bf8eccbf847485c15fb65b2)) chat and select discussion topics that interest you.

**Web Quest and Reflective Essay** (100 points): A web quest is an inquiry-based assignment that requires students to use the Internet to learn about and/or synthesize their prior knowledge about a pre-specified topic. It also constitutes a way to engage students and pique their curiosity about an issue or concept you intend to explore with them. For this assignment, you’ll be asked to design a web quest that you can use in the future to frontload your students’ study of a full-length work of fiction or non-fiction. In selecting a work of literature on which to focus your project, you need to choose a title that you either taught this year, or that you expect to teach in the future.

**Final Exam** (100 points): To conclude the course, there will be a comprehensive essay exam.

**Grading:** Grades will be assigned based on the instructor’s judgment as to whether the student has

satisfied the stated objectives of the course in the following manner:

**A** = 90-100% (417-465 pts.)

**B** = 80-89% (370-416 pts.)

**C** = 70-79% (324-369 pts.)

**D** = 60-69% (277-323 pts.)

**F** = 0-59% (0-276 pts.)

**SEED 328v. Teaching Experience (Fa) 2-4 Hours..**

The field experience is an essential component of the Bachelor of Arts in Teaching degree. The field experience allows Teacher Candidates (TC) to make further application of theoretical principles of teaching and learning. Teacher Candidates will be assigned placement in an area school for the length of the fall semester. During this assignment, the TC will both observe and participate in teaching.

**Department of Curriculum and Instruction**

**SEED 328 : Teaching Experiences in Education**

**Fall Field Experience**

**Course Description:**

The field experience is an essential component of the Bachelor of Arts in Teaching degree. The field experience allows Teacher Candidates (TC) to make further application of theoretical principles of teaching and learning. Teacher Candidates will be assigned placement in an area school for the length of the fall semester. During this assignment, the TC will both observe and participate in teaching.

**Scholar-Practitioner Conceptual Framework / Arkansas Teacher Standards ATS:**

Scholar-practitioners are:

* Knowledgeable
  + They access, use, and/or generate knowledge
  + They are knowledgeable about teachers and teaching, learners and learning, schools and schooling

ATS 2, 3, and 4; TESS 1, 2, 3, 4

* Skillful
  + They plan, implement, and model best practices
  + They communicate, cooperate and collaborate with others

ATS 5, 6, 7, 8 ; TESS 3,4

* Caring
  + They understand, respect, and value diversity
  + They make decisions based upon professional standards and ethical criteria

ATS 1, 9, 10; TESS 2, 4

* Inquiring
  + They are developing professionals and lifelong learners

ATS 9, 10; TESS 4

**Intern Expectations:**

* Report to the public school with new teachers in August and follow the Field Experience Calendar for Fall Semester.
* Be present as required (follow the school’s calendar), all day for the start of school August In-service period. Then after the back-to-school in-service, TCs are to log nine hours per week for the remainder of the semester. TCs are to complete these 9 hours on M-W-F as they will be on campus for university coursework on Tuesdays and Thursdays. (Note: Observation hours may be

adjusted for the MWF timeframe at the request of the mentor or other parties for the benefit of the

Teacher Candidate’s learning experience).

* Teacher Candidates are allowed three absences per rotation; additional absences will be added to the end of the field experience calendar.
* Be punctual for all appointments, classes, and meetings.
* Attend all meetings with Field Experience Coordinator.
* Complete instructional tasks as assigned by Mentor Teacher.
* Be professional in appearance, attitude, and in both oral and written communication.
* Inform mentor teacher, the partnership school, and University supervisor *prior* to an emergency or necessary absence, tardy, or early departure.
* Observe and actively participate from the beginning of the semester.
* Observe and note policy to prepare for the teaching phase.
* Ask questions!
* Gradually assume teaching responsibility until solo teaching for a minimum of three weeks or at the discretion of the mentor.
* Maintain communication with mentor teacher, university field experience coordinator, and methods professor in a prompt and professional manner.

**Course Evaluation:**

***In Class Observation = 30% of Final Grade***

* Schedule at least 1 classroom observation with after October 15.
* Teacher Candidates and mentors may request additional observations as deemed necessary for improvement. TCs will submit lesson plan via Email to Field Experience Coordinator at least 24 hours before each formative observation.
* **TC s will be prepared for each observation by providing lesson plans and other necessary paperwork and information for the observation, maintaining professionalism and time management.**

***Placement Report (10%):* Due Date**

At the beginning of each rotation, **the TC will complete and email** **a placement report** to the Field Experience Coordinator and content area professor with the following placement information:

* Name of school, grade levels, & course titles with which you will be teaching
* Name of mentor
* Mentor’s email address and/or other contact information
* Classroom location and duty location, if any or different from classroom
* Bell schedule including planning period, lunch time and other duties

***Internship Reports (30%):***

**TC will complete Bi-weekly Internship Reports** and send in an email to their university Field Experience Coordinator) with the following information (see attachment):

* A description of the number of class hours you have logged to date
* A brief summary of the work you have done in the current phase of observation/participation
* A description of any successes, problems, issues, concerns, celebrations or any other pertinent information that your course instructor and other interns might want to weigh in on

**Inclement Weather:**

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**Academic Honesty:**

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook, will be fully adhered to in this course. Academic dishonesty involves acts that may subvert or compromise the integrity of the educational process. Each student is responsible for being fully aware of the contents of the Academic Honesty Policy and of the possible consequences of disregarding the policy.

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**CIED 428V. Teaching Experience (Sp). 1-6 Hours.**

The teaching experience is an essential component of the Bachelor of Arts in Teaching degree. The experience allows Teacher Candidates (TC) to make further application of theoretical principles of teaching and learning. Teacher Candidates will be assigned placement in area schools for both fall and spring semesters. The fall semester consists of a field experience including observation, co-planning, and co-teaching. The spring semester consists of an immersion experience for teacher candidates to plan and teach independently. Prerequisite: Admission to the B. A. T. Program. May be repeated for up to 6 hours of degree credit.

**Department of Curriculum and Instruction**

**CIED 428v: Teaching Experiences in Education**

**Fall Field Experience**

**Course Description:**

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**CONTENT SYLLABI**

**Social Studies**

##### HIST 3093. Women in U.S. History (Irregular). 3 Hours.

Examines women in U.S. History from the early encounters of North American colonization to the gendered experiences of American women in the present day.

Syllabus

HIST 3093: Women in US History  
Fall 2016, Memorial Hall 114, MW 3:05—4:20 PM  
  
Instructor: Mrs. Misti Nicole Harper  
Office Location: Edward Durell Stone House-North (STON), Office G-17 Office Hours: MW, 12:30--2:30 PM or by appointment  
Email: mxh040@uark.edu  
  
Course Description:  
This course focuses on the history of women in American women from colonization to the present and explores women’s experiences that include social, economic, political, cultural, familial and intersectional relationships. Over the course of this semester, we will trace the ideological construction of mainstream and marginalized American gender roles and norms.  
  
“The past is never dead. It’s not even past.” Gavin Stevens’ nine-word retort to Temple Drake in William Faulkner’s Requiem for a Nun is among the most quoted in Southern literature. This profound sentiment reverberates through all prisms of the American experience and is especially poignant for women’s history. Nothing in humanity happens in a vacuum. The eradication of black women’s claims to womanhood in the colonial era or the Madonna/whore complex of white feminism are evident today in the critiques of Beyoncé’s visual album Lemondade and in Gretchen Carlson’s recent, successful sexual harassment suit against Roger Ailes. “History” is NOT memorization and regurgitation of past facts—it is a debate of preceding events and ideas that affect you right now! This means that you must come to class prepared to engage daily readings and lectures that pertain to the past, as well as critically examine those issues to understand how they are apparent today.  
   
Required Texts:  
v Richard Godbeer, The Salem Witch Hunt: A Brief History with Documents  
v Kathryn Kish Sklar, Women’s Rights Emerges within the Anti-Slavery Movement, 1830- 1870: A Brief History with Documents  
v Jean, H. Baker, Votes for Women: The Struggle for Suffrage Revisited  
v Nancy MacLean, The American Women’s Movement, 1945-2000: A Brief History with Documents  
v Various articles that will be made available by the lecturer

Course Grading:  
v Blackboard Lecture Quizzes (10 quizzes x 15 points)—150 points  
v Short Papers (3 papers x 50 points)—150 points  
v Midterm Exam—100 points  
v Topic Approval/Source Approval for Research Paper—20 points  
v Research Paper—100 points  
v Final Exam—100 points  
v Total—620 points  
  
Assignments:  
v Blackboard Lecture Quizzes: These quizzes will consist of short identifications or broad thematic questions pertaining to the week’s lectures topics, including readings. Ten quizzes will be made available on most Wednesdays (see course schedule) via Blackboard, by 5:00 PM. Students will have 24 hours to complete each quiz. If regular computer access is an issue, please see me to arrange alternative assignment accommodations. Otherwise, absolutely no makeup quizzes are granted.  
  
v Short Papers: You will write three response papers during this course. Topics are noted in the syllabus course schedule, along with due dates. Each paper will be worth 50 points and will be UPLOADED on BlackBoard via SafeAssign. No hard copies will be accepted, save for extenuating circumstances that you will discuss with me before due dates. Paper guidelines are thus:  
o 4 full pages, double spaced, 1” margins all around  
o Times New Roman/Calibri 12-point font  
o Any deviation from the above guidelines will result in a 5 point-deduction from your total grade.  
o Egregious/chronic grammatical errors will also result in a 5 point-deduction from your total grade. Spell check is a nice tool, but actually proof reading your paper is your best defense against a poor grade!!  
  
v Research Paper: You will create an original thesis by using magazines as evidence to examine the changes in gender roles as promoted by popular culture and in the context of what you discover via class lectures and discussions. You need to be cognizant of change over time, as well as the differences between white-centric, mainstream magazines and their promotion of gender roles/norms and non-white magazines’ promotion of gender roles/norms. Your papers will explore these changes for at least four decades between  
   
1840—2000; you may select the eras that you compare (IN NO WAY ARE YOU TO COMPARE ALL THE YEARS BETWEEN 1840 AND 2000.) In the construction of your topic, consider the following questions:  
o What are the purposes of the images and articles you research?  
o How do the magazines differ?  
▪ Who are the writers? What topics do the magazines engage? Are women  
on the staffs of these magazines?  
o What are the images and advertisements? What do they tell us about how women were expected to behave in their homes and in public? How were women expected to present themselves in society?  
▪ This last question should lead you to think about body image, dress, cosmetics, etc.  
o What gender roles/norms/constructs are these magazines promoting—or are they?  
▪ What is the role of men, according to these magazines?  
▪ Are there intersectional elements in any of these magazines?  
▪ Are certain women’s experiences erased in certain magazines?  
o Topic Approval: You will meet with me to approve your topic (a schedule will be afforded to you) and you will present your sources to me. THIS IS PART OF YOUR GRADE. Unless your topic ranges bizarrely far outside the confines of this course, your choice is entirely up to you! You can choose to focus on fashion, advertising, advice columns, household and parenting tips…the sky is the limit!!  
o Magazine Sources: Mullins Library contains several excellent resources for you to peruse, including Godey’s Lady’s Book (Main, 1842; 1849-54; 1859-68; Microfilm, 1840-92); Ladies’ Home Journal (Microfilm, June 1889—December 1979; Microfiche, January 1980—December 2006); Redbook (Microfiche, 1985—2001); Ebony (PRO Quest, January 1988—December 2008; LexisNexis, January 1992—present); and Jet (PRO Quest, January 1988—December 2008; LexisNexis, January 1992—present).  
▪ YOU ARE BY NO MEANS LIMITED TO THESE SOURCES.  
o Paper Guidelines:  
▪ 10 full pages (minimum)—12 pages (maximum), double spaced, 1” margins all around  
▪ Times New Roman/Calibri 12-point font  
▪ An appendix that explains any images you choose to feature in your work (NOTE: images DO NOT count toward the body of your paper. Your written ideas must constitute the minimum page requirement.)  
▪ Any deviation from the above guidelines will result in a 5 point-deduction from your total grade, as will egregious grammatical errors  
▪ Significantly short papers (9 pages or less) will be penalized one letter grade, plus whatever results from my critique of your work.  
v Midterm Exam: This exam will be a combination of short answers and essays, worth 100 points.  
v Final Exam: This exam will be a combination of short answer and essays, worth 100 points.  
   
Grade Scale and Plagiarism:  
  
v 100-90=A v 89-80=B v 79-70=C v 69-60=D  
v 59-below=F  
  
As per the University: “…we uphold academic integrity and our Honor Statement as foundational to appropriate conduct within the university setting. The fundamental trust that work presented as one’s own truly represents one’s own intellect and effort underlies our mission as an educational, research and service institution; moreover, this trust is central to our peers’ recognition of the value of a University of Arkansas degree.” The academic initiatives and integrity policy of the University can be found at  
▪ http://honesty.uark.edu  
▪ http://honesty.uark.edu/policy/index.php  
Plagiarism or cheating of any kind, for any assignment, will result in an automatic zero for that assignment, review before the student conduct board, and possibly being dropped from the course. As historians are researchers who build on and critique one another’s arguments, it is essential that we afford credit where it is due! Ergo, in all of your writing, you will credit quotes and specific information to their proper authors in either Chicago-style (Turabian) format or in MLA (Modern Language Association) format.  
  
Make-up Work, Exams and Absences:  
“Make up” work is not permitted except for the following reasons:  
v You are part of an official University trip and can provide documentation one week in advance of the event.  
v You are observing a religious holiday. As per the Catalog of Studies, students must provide instructors with “a schedule of religious holidays that they intend to observe, in writing, before completion of the first week of class.”  
v Personal illness/injury for which you can provide documentation, or extenuating circumstance.  
“Late work” will result in the deduction of one letter grade for each day that I do not have the assignment.  
Absences and Attendance—I will pass out a daily sign-in sheet. I have no attendance policy; you are an adult. My sign-in sheet, however, allows me to track who is or is not coming to class, and a solid defense against anyone who earns poor marks and wants to fuss about it.  
v Shorter Harper: “Don’t skip my class.”  
   
Class Behavior:  
v Tardiness is rude to your instructor and obnoxious to your classmates who cared enough to arrive on time; it is also painfully unprofessional. I will leave the back door to my classroom open for 5 minutes after I being lecturing. After 5 minutes, I will close that classroom door. Do not come into my classroom after the door is closed.  
v Be respectful of your instructor and one another. Discussions will be conducted in an objective, professional manner with consideration for the thoughts and ideas of all students in the classroom. Think before you speak!  
v Cell phones must be silenced before you enter the classroom. Do not let your phone ring while class is in session. Likewise, do not text. If I see you texting in class, we will have a discussion after the day’s lecture. If I catch you again, I will ask you to leave class, and you will only return at my discretion.  
v Avoid all forms of rude, tacky, or gross behavior that distracts me and other students around you. This includes talking while I am talking, interrupting others, reading magazines or newspapers during the lectures, flirting (a real situation I once had to stop), clipping toenails (a real situation I heard about from a colleague), or anything else that defies basic logic. We live in a society.  
v Trigger Warnings: The title of my class speaks for itself. We will spend the next several weeks examining history from a perspective that most of you have probably not considered before in a classroom setting. History, in general, is rarely a collection of happy instances—we will look intimately at different kinds of oppression and violence in context, as well as moments of innovation, perseverance, creativity and joy. Parts of this class will almost certainly make you uncomfortable—that is good! True education means challenging yourself to critically engage another experience. Lectures are listed below so that you have an idea of themes and topics we will cover. If you have an issue, please see me during office hours.  
v Safe Space: My class is a safe space…from your comfort zone. Since this class will almost definitely challenge what you have learned (or most likely, what you have not learned), you will have questions and comments. Ask them! “Safe space” does not mean that a space where you are coddled; “safe spaces” are designed so that you can discuss challenging concepts in a way that encourages intellectual growth and empathy. Decorum applies—think before you speak and be respectful of your classmates’ questions and ideas, but rest assured that this is a class that fosters discussion, dissent, listening and development.  
  
Emergency Procedures:  
Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.  
v Severe Weather (Tornado Warning):  
o Follow the directions of the instructor or emergency personnel  
o Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside  
o If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building  
   
o Stay in the center of the room, away from exterior walls, windows, and doors  
v Violence / Active Shooter (CADD):  
o CALL- 9-1-1  
o AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.  
o DENY- Barricade the door with desk, chairs, bookcases or any  
items. Move to a place inside the room where you are not visible. Turn  
off the lights and remain quiet. Remain there until told by police it’s safe.  
o DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.  
  
Inclement Weather Policy:  
If the Butterflies and Frogs Daycare and Preschool and/or Fayetteville Public School System is closed for the day, we will not have class. However, all students must check their e-mail to receive details regarding our class from me. In lots of instances, the FPSS closes for consecutive days while the University reopens.  
  
I reserve the right to at any time revise my syllabus and my requirements for my course.  
  
Course Schedule:  
  
August 22—Class Introduction—“What Is Feminism?” Readings: Godbeer, The Salem Witch Trials, pp. v—28  
  
August 24—Gender in Native American Society Readings: Godbeer, The Salem Witch Trials, pp. 35-65  
  
August 29—Goodwives, Helpmeets and Wenches: Colonial British America Readings: Godbeer, The Salem Witch Trials, pp. 66--101  
  
August 31—Gender and Slavery in Colonial British America Readings: Godbeer, The Salem Witch Trials, pp. 101—184  
Kimberle Crenshaw, “Demarginalizing the Intersection of Race and Sex,” (on Blackboard)  
Blackboard Quiz  
  
September 5—LABOR DAY! NO CLASS!  
  
September 7—Gender and Legal Status in Colonial British America Discussion: How to Write Your Short Paper  
Directions for Short Paper One: Think about the ways that women were perceived by men and one another in Colonial Massachusetts during the Salem Witch Trials. Using  
   
Godbeer’s introduction and FIVE of the primary source documents, discuss the theme that is most important to you.  
  
September 12—Colonial New England and the Salem Witch Trials Discussion: The Salem Witch Trials  
Readings: “Morals, Manners and the Republican Mother” (provided on Blackboard)  
  
September 14—Eighteenth Century Enlightenment: Revolution and Republican Motherhood Readings: Sklar, Women’s Rights Emerges, pp.1-75  
DUE: Short Paper One  
Blackboard Quiz  
  
September 19—The Cult of Domesticity  
Readings: Sklar, Women’s Rights Emerges, pp.77-83  
  
September 21—Reform Women: The Cult of Domesticity Goes Out of the House  
Readings: Sklar, Women’s Rights Emerges, Grimke Letters 7-8, 11-13, 16, 20, 25, 28-29,  
31, 37-38  
Blackboard Quiz  
Research Topic Schedule Now Available! Make Appointments to Talk to Mrs. Harper!  
  
September 26—The Women of Lowell  
Readings: Sklar, Women’s Rights Emerges, pp.165-204 September 28 & October 3—Class Cancelled  
October 5—Gender and the Antebellum South  
Blackboard Quiz  
  
  
October 10-- Reform Women, 1840s—1860s  
Directions for Short Paper Two: Why did the emerging woman’s suffrage movement split on the issue of race? Use at least THREE primary source documents, combined with the Painter article, to defend your answer. You may also use the Crenshaw and Trudy articles if you think you can make them fit into your critique!  
  
  
October 12--MIDTERM EXAM  
DUE: Short Paper Two  
  
  
October 17-19—FALL BREAK: NO CLASS  
   
October 24—The Progressive Era and (Some) Newfound Independence Reading: Ida B. Wells, “Lynch Law” http://www.historyisaweapon.com/defcon1/wellslynchlaw.html Megan Gibson, “The Long Strange History of Birth Control,” http://time.com/3692001/birth-control-history-djerassi/  
Readings: Jablonsky, “The Anti-Suffrage Campaign,” pp. 118-128 in Baker, Votes for Women; Ford, “Alice Paul and the Politics of Non-Violent Protest,” pp. 174-187 in Baker, Votes for Women  
  
October 26—Desperate Times: The Great Depression  
Readings: MacLean, The American Women’s Movement, pp. 1-43  
  
October 31—World War II at Home and Abroad  
Readings: Eileen Boris, "You Wouldn't Want One of 'Em Dancing with Your Wife": Racialized Bodies on the Job in World War II,” American Quarterly, Vol. 50, No. 1 (Mar., 1998), pp. 77-108 (on Blackboard)  
Blackboard Quiz  
  
November 2—Victory! Victory? American Women in a Post-War World Readings: MacLean, The American Women’s Movement, pp. 45-59 Blackboard Quiz  
  
November 7—Women and the Movements  
Readings: MacLean, The American Women’s Movement, pp. 59-113  
  
November 9—Women and the Movements, Continued  
Blackboard Quiz  
  
November 14—Radicals and Splintering in the 1970s  
Readings: MacLean, The American Women’s Movement, documents 25-26, 28, 30-31 Michele Wallace, “A Black Feminist’s Search for Sisterhood,” pp. 5-12 in But Some of Us Are Brave (on Blackboard); Barbara Winslow, “The Impact of Title IX” (on Blackboard)  
  
November 16—Backlash: The Rise of the Moral Majority  
Readings: MacLean, The American Women’s Movement, documents 24, 33; Phyllis Schlafly, Feminist Fantasies (on Blackboard)  
Directions for Short Paper Three: Option 1.) Carefully examine and compare the goals of the mainstream (white) feminist movement to black and non-white women’s feminism, using at least THREE primary source documents from the MacLean reader AND the Wallace and Crenshaw articles. Option 2.) Discuss the ideas behind the anti-feminist countermovement. What are the practicalities or the flaws of antifeminist thinking in a postwar society? Use at least THREE primary source documents from the MacLean reader AND the Schlafly article to support your ideas.  
Blackboard Quiz  
   
  
November 21—Documentary Day (Documentary TBA)  
Research Papers DUE!  
  
November 23—HAPPY THANKSGIVING! EAT TURKEY AND SUCH!!  
  
November 28—The Liberated 1990s?  
Readings: MacLean, The American Women’s Movement, pp. 155-174  
  
November 30—The Dawn of the Millennium  
Readings: R. Claire Snyder, “What Is Third-Wave Feminism?” Signs  
Vol. 34, No. 1 (Autumn 2008), pp. 175-196 (on Blackboard)  
DUE: Short Paper Three  
Blackboard Quiz  
  
December 5—American Feminism in 2016  
Readings: “This Is What a Feminist Looks Like”  
“America Isn’t as Liberal on Abortion as Opponents Claim” “bell hooks v. Beyonce”  
  
December 7—Has Feminism Failed Women? A Discussion and Final Review Readings: “A Millennial’s View on Why Feminism is Failing”  
  
FINALS: Wednesday, December 14 (at 114 MEMH), 1:00 PM—3:00 PM

##### HIST 3233. African American History to 1877 (Sp, Fa). 3 Hours.

History of the African American experience in North America emphasizing economic, social, and cultural perspectives. Topics include the African slave trade, the creation of race and racism, the institution of slavery, free community formation in North, and the impact of the Civil War and Reconstruction on African Americans.

Syllabus

HIST/AAST 3233: African American History to 1877  
Spring 2015, MEMH 318, 10:45 AM--11:35 AM  
  
Instructor: Mrs. Misti Nicole Harper  
Office Location: Suite 230, Memorial Hall, Office #232-A Office Hours: MWF, 1:00--3:00 PM  
Phone: 479-575-6681  
  
Course Description:  
This course focuses on the history of African Americans the age of the great African empires, to the transatlantic slave trade and the establishment of African and African American community on the North American continent, to abolition and emancipation in the United States. We will examine the roles of ordinary black men and women, as well as black leadership to resist solidifying racial attitudes, enslavement and oppression from the 1600s to 1865. Some of our major areas of emphasis will be the transatlantic slave trade, how slavery functioned throughout the British colonies, the paradox of liberty and enslavement, resistance and negotiation, enslaved and freed community life, African and African American cultural establishments, abolitionism, and the meaning of freedom. Above all, this course will investigate how African American men and women exercised their own agency to fundamentally shape the colonial North America experience, and their integral roles in establishing the fledgling United States.  
  
History is not simply a memorization and regurgitation of facts—it is a debate of ideas! Ergo, your participation is essential and will be part of your grade. This means that you must come to class prepared to discuss and engage with daily readings.  
  
Required Texts:  
• John Hope Franklin and Evelyn Brooks Higginbotham, From Slavery to Freedom, 9th edition  
• Primary and Secondary sources assigned and made available by instructor throughout the semester  
  
Course Requirements:  
• Syllabus and Academic Honesty Quiz: 10 points  
• In-class lecture quizzes (10): 200 points  
• Response Papers (3): 90 points  
• Midterm Exam: 100 points  
• Movie Essay: 50 points  
• Final Exam: 100 points  
• Total Possible Points: 550 points  
  
Assignments:  
• Syllabus and Academic Honesty quiz: As per the university: “As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic  
   
responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”  
o The purpose of this quiz is to make sure you understand what is expected of you via my syllabus and the academic initiatives and integrity policy of the University, which can be found at http://provost.uark.edu/academicintegrity/252.php and http://provost.uark.edu/academicintegrity/246.php. I will administer this quiz at the end of the first week of class on Friday, January 16.  
• Lecture quizzes: These in-class quizzes will be consist of short identifications or broad thematic questions pertaining to previous lectures’ topics. These will generally be a combination of several lectures, so make sure you are reviewing your readings and notes regularly! 10 quizzes will be spaced intermittently throughout the semester. Each will be worth 20 points, and may consist of multiple-choice questions, short answers, or a single short essay. IT IS YOUR RESPONSIBILITY TO KEEP UP WITH THE SYLLABUS IN ORDER TO KNOW WHEN QUIZZES WILL BE ADMINISTERED.  
• Response Papers: These assignments require students to write 2-3 page responses to the question or prompt provided by the instructor, and will be based upon primary source readings that will be examined over the course of the semester. IT IS YOUR RESPONSIBILITY TO KEEP UP WITH THE SYLLABUS IN ORDER TO KNOW WHEN RESPONSE PAPERS ARE DUE.  
• Midterm Exam: This exam will be a combination of multiple-choice problems, short answer identifications, and an essay. This exam will be worth 100 points.  
• Final Exam: This exam will be a combination of short answer identifications and two essays. This exam will be worth 100 points.  
• Movie Essay: This assignment will require you to watch a film of my choosing in class and to participation in the discussion of said film. Afterward, you will construct a brief essay based on a question I ask about the film. Your answer should take into consideration the themes evident in the film are relevant to our course. You may not use outside sources, but are free to utilize the information you have gleaned from class lectures and discussions in your writing. Guidelines for this assignment are forthcoming.  
Grade Scale:  
• 100-90=A  
• 89-80=B  
• 79-70=C  
• 69-60=D  
• 59-below=F  
Plagiarism or cheating of any kind, for any assignment, will result in an automatic zero for that assignment, review before the student conduct board, and possibly being dropped from the course.  
  
Make-up Work, Exams and Absences:  
There will be no “make-ups” except for the following reasons:  
1.) You are part of an official University trip and can provide documentation one week in advance of the event.  
   
2.) You are observing a religious holiday. As per the Catalog of Studies, students must provide instructors with “ a schedule of religious holidays that they intend to observe, in writing, before completion of the first week of class.”  
3.) Personal illness/injury for which you can provide documentation. 4.) Any other reason, see me during my office hours for discussion.  
Anyone enrolled in my course is an adult in the midst of earning a degree that will assist you in the professional world, and I will treat you as such. Therefore, excuses such as "I overslept and missed class" or "I missed my bus/vehicle wouldn't start so I couldn't turn in an assignment" are not valid reasons for poor class attendance, tardiness, or failing to complete work--these result in unexcused absences that I record in my grade book.  
BlackBoard:  
It is YOUR responsibility as a student of this course to check your syllabus daily to make sure that you are on point with reading/viewing assignments that are not your text, and that will be made available through the link to our class on BlackBoard. Assignments will be made live in a timely manner. Stating that you could not access a file that will be posted in advance to your needs is NOT an excuse to be unprepared!  
  
Class Attendance:  
• You are adults. Being prepared for and attending classes according to the syllabus provided to you is YOUR responsibility. Further, you cannot do well in my course if you irregularly come to lectures. A daily sign-in sheet will be provided and it is your responsibility to make sure your name is on it by 10:45 AM, at which time I close the classroom door. 5 unexcused absences will result in an automatic 'F' for this course.  
• Habitual tardiness will not be tolerated. Tardiness is not only rude to your instructor and obnoxious to your classmates who cared enough to arrive on time, it is painfully unprofessional. Arriving late to work is not tolerated in the job force, nor is it in my classroom. After 10 minutes, I will close my classroom door. Do not come into the classroom after the door is closed.  
Class Behavior:  
• Be respectful of your instructor and one another. Discussions will be conducted in an objective, professional manner with consideration for the thoughts and ideas of all students in the classroom. Think before you speak!  
• Cell phones must be silenced before you enter the classroom. I do not allow students to use Kindle, iPad, or any other type of electronic device to take notes, use as text, etc. In order to curb disturbances caused by excessive use of technology, I require my students to use books, pen/pencil and paper ONLY. If you have a particular circumstance, please see me, and we may discuss the matter further.  
• DO NOT sleep, text, or talk to other students during class. This is the pinnacle of rudeness.  
  
Emergency Procedures:  
Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.  
   
Severe Weather (Tornado Warning):  
Follow the directions of the instructor or emergency personnel  
Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside  
If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building  
Stay in the center of the room, away from exterior walls, windows, and doors  
  
Violence / Active Shooter (CADD):  
▪ CALL- 9-1-1  
▪ AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.  
▪ DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it’s safe.  
▪ DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.  
  
Inclement Weather Policy:  
If the area daycare centers and/or the Fayetteville Public School System is closed for the day, we will not have class. However, all students must check their e-mail to receive details regarding our class from me. In lots of instances, the FPSS closes for consecutive days while the University reopens.  
  
\*\*I reserve the right to revise this syllabus and my requirements for this course at anytime.\*\*  
Course Schedule:  
  
January 12--Class introduction  
  
January 14--The African Powerhouses  
Readings: Franklin & Higginbotham, pp. 1-21  
  
January 16--The African Powerhouses II Readings: None  
Class Video: Mansa Musa  
\*Syllabus and Academic Honesty Quiz  
  
January 19—Martin Luther King, Jr. Remembrance Day—NO CLASS!  
  
January 21--Understanding the Origins of American Slavery  
Readings: David Brion Davis, "The Origins of AntiBlack Racism in the New World," pp. 48-76, in Inhuman Bondage (on BlackBoard)  
\*Lectures' Quiz One  
   
January 23--NO CLASS!  
Assignment: The Middle Passage documentary  
  
January 26 --The Middle Passage, Degrees of Servitude, and Cementing Color Readings: Franklin & Higginbotham, pp. 33-63  
  
January 28--Slave Society or Society with Slaves?  
Readings: Berlins "Charter Generations" (on Blackboard)  
\*Lectures' Quiz Two  
  
January 30--Slave Society or Society with Slaves II  
Readings: Berlin, "Plantation Generations" (on BlackBoard)  
February 2--Understanding Berlin's "Generations": Discussion February 4-- Community and Resistance  
Readings: None  
\*Lectures' Quiz Three  
  
February 6--Liberty and Enslavement: A Paradox Readings: Franklin & Higginbotham, pp. 84-102  
  
February 9-- Liberty and Enslavement, Part II Readings: None  
\*Response Paper One DUE  
  
February 11-- African Americans & the Fledgling United States Readings: Franklin & Higginbotham, pp. 103-112  
  
February 13--Slave Nation?  
Readings: Franklin & Higginbotham, pp. 112-128; Adam Rothman, Slave Country (on Blackboard)  
  
February 16--Slave Nation? II Readings: None  
\*Lectures' Quiz Four  
  
February 18--The Shifting South  
Readings: Franklin & Higginbotham, pp. 130-140  
  
February 20-- The Shifting South, Part II  
Readings: Franklin & Higginbotham, pp. 141-158  
  
February 23--The Second Middle Passage: A Discussion Readings: Walter Johnson's Soul by Soul (Blackboard)  
\*Lectures' Quiz Five  
  
February 25-- Slave Community: Negotiation and Resistance Readings: on Blackboard  
  
February 27--Slave Community: Negotiation and Resistance II Readings: None  
  
March 2-- Intimate Dwelling: Master and Slave Relationships Readings: None  
\*Response Paper Two DUE  
  
March 4--Intimate Dwelling II Readings: On Blackboard  
\*Lectures' Quiz Six March 6--Midterm Review March 9-- MIDTERM EXAM  
March 11--Free African Americans? Antebellum Life, Unchained Readings: Franklin & Higginbotham, pp. 160-172  
  
March 13-- Unchained, Part II Readings: on Blackboard  
\*Lectures' Quiz Seven  
  
March 16-- Abolition and America  
Readings: Franklin & Higginbotham, pp. 183-193  
  
March 18--Abolition and America, Part II  
Readings: Franklin & Higginbotham, pp. 194-207; excerpt from The Great Escapes (on BlackBoard)  
  
March 20--The Abolitionists documentary  
  
March 23-27--SPRING BREAK  
  
March 30--Underground Railroad Documentary  
\*Response Paper Three DUE  
  
April 1-- The Road to War Readings: on Blackboard  
  
April 3--The Road to War II Readings: None  
   
April 6--Film Day  
\*Lectures' Quiz Eight  
  
April 8--Film Day  
  
April 10--Film Discussion  
  
April 13--Liberty or Death: African Americans and the Civil War Readings: Franklin & Higginbotham, pp. 208-218  
\*Movie Essay DUE  
  
April 15-- Liberty or Death, Part II  
Readings: Franklin & Higginbotham, pp. 218-234  
  
April 17--Aftermath: Where Do We Go from Here?  
Readings: On Blackboard  
\*Lectures' Quiz Nine  
  
April 20--To Begin Anew in a Terrified World: Reconstruction Readings: Franklin & Higginbotham, pp. 235-239  
  
April 22--To Begin Anew II  
Readings: Franklin & Higginbotham, pp. 260-269  
  
April 24--African Americans and Reconstruction Readings: On Blackboard  
\*Lectures' Quiz Ten  
  
April 27--What Does 'Freedom' Mean?: A Discussion April 28--Final Review

##### HIST 3243. African American History Since 1877 (Sp, Fa). 3 Hours.

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

This course is cross-listed with [AAST 3243](https://catalog.uark.edu/search/?P=AAST%203243).

Syllabus

HIST/AAST 3243: African American History since 1877  
Spring 2016, WJ Walker Hall 0303, MWF 10:45 AM—11:35 AM  
  
Instructor: Mrs. Misti Nicole Harper  
Office Location: Suite 230, Memorial Hall, Office #232-A Office Hours: MWF, 2:00--3:00 PM or by appointment Phone: 479-575-6681  
  
Course Description:  
This course focuses on the history of African Americans from the end of the Civil War to (roughly) the dawn of the millennium. Within that time frame, we will examine the role of black leaders, the black Church, the fight against socioeconomic oppression, pop culture, and the continuing evolution of race relations in the United States. Over the semester we will explore how African Americans navigated life during the age of Jim Crow and a post-1954 world profoundly shaped by that era. Some of our major areas of emphasis will be respectability politics, the age of lynching, Garveyism and the Harlem Renaissance, the Depression and New Deal for African Americans, the long Civil Rights Movement, the significance of Emmett Till to the rise of Black Power in the 1960s, Reaganism and the conservative backlash of the 1980s, and the groundwork for racial developments in the twenty-first century. Above all, we will debate the differences between “freedom,” “citizenship,” “independence,” and “equality” in the lives of black Americans.  
  
“The past is never dead. It’s not even past.” Gavin Stevens’ nine-word retort to Temple Drake in William Faulkner’s Requiem for a Nun is the most quoted line in all of Faulkner and among the most quoted in Southern literature. Theatrical historians appreciate this profound sentiment because it reverberates through all prisms of the American experience and is especially poignant for African American history. Nothing in humanity happens in a vacuum. Emancipation is to the civil rights movement, as the civil rights movement is to Voting Rights Amendment Act of 2015. The riots in Ferguson (2014-present) and the popularity of Nicki Minaj are directly tied to systemic urban poverty rooted in the 1970s and the eruption of jazz at the turn of the twentieth century. “History” is NOT memorization and regurgitation of past facts—it is a debate of preceding events and ideas that affect you right now! This means that you must come to class prepared to engage daily readings and lectures that pertain to the past, as well as critically examine those issues to understand how they reverberate today.  
  
Required Texts:  
• Jane Daily, The Age of Jim Crow  
• John Lewis, March: Book One  
• John Lewis, March: Book Two  
• Primary and secondary sources assigned and made available by instructor throughout the semester  
  
Course Requirements:  
• Syllabus and Academic Honesty Quiz: 10 points  
• Attendance: 41 points  
• In-class lecture quizzes (9 quizzes; 10 points each): 90 points  
• Group Discussion Participation (10 sessions; 20 points each): 200 points  
• Response Paper One: 30 points  
• Research Project: 100 points  
• Response Paper Two: 50 points  
• Midterm Exam: 100 points  
• Final Exam: 100 points  
• TOTAL: 721 points  
  
Assignments:  
• Attendance: I will begin allotting points for attendance beginning January 25. IT IS THE RESPONSIBILITY OF THE STUDENT TO SIGN THE DAILY ATTENDANCE SHEET SO THAT PROPER CREDIT FOR ATTENDANCE MAY BE REWARDED.  
• Syllabus and Academic Honesty quiz: As per the university: “…we uphold academic integrity and our Honor Statement as foundational to appropriate conduct within the university setting. The fundamental trust that work presented as one’s own truly  
   
represents one’s own intellect and effort underlies our mission as an educational, research and service institution; moreover, this trust is central to our peers’ recognition of the value of a University of Arkansas degree.”  
o The purpose of this quiz is to make sure you understand what is expected of you via my syllabus and the academic initiatives and integrity policy of the University, which can be found at  
 http://honesty.uark.edu  
 http://honesty.uark.edu/policy/index.php  
 I will administer this quiz on January 25 at the beginning of class.  
• Lecture quizzes: These in-class quizzes will be consist of short identifications or broad thematic questions pertaining to the previous lectures’ topics. Nine quizzes will be spaced intermittently throughout the semester, worth ten points each.  
• Response Papers: You will write two response papers during this course and you will be notified well in advance what the topics are. Paper guidelines will be issued accordingly for each assignment, as each is worth a different number of points.  
• Research Project: You will create a Presi or PowerPoint that researches a black artist, places that person’s work in cultural context and highlights themes that we study over the course of the semester. Parameters and guidelines for this project will be issued in due course.  
• Midterm Exam: This exam will be a combination of multiple-choice problems, short answer identifications, and an essay, worth 100 point.  
• Final Exam: This exam will be a combination of short answer identifications and two essays worth 100 points.  
Grade Scale:  
• 100-90=A  
• 89-80=B  
• 79-70=C  
• 69-60=D  
• 59-below=F  
Plagiarism or cheating of any kind, for any assignment, will result in an automatic zero for that assignment, review before the student conduct board, and possibly being dropped from the course.  
  
Make-up Work, Exams and Absences:  
There will be no “make-ups” except for the following reasons:  
1.) You are part of an official University trip and can provide documentation one week in advance of the event.  
2.) You are observing a religious holiday. As per the Catalog of Studies, students must provide instructors with “ a schedule of religious holidays that they intend to observe, in writing, before completion of the first week of class.”  
3.) Personal illness/injury for which you can provide documentation. 4.) Any other reason, see me during my office hours for discussion.  
   
Class Behavior:  
• You are an adult and it is your responsibility to attend scheduled classes. I will not count numbered absences against you, but you cannot earn attendance points if you are not in class. However, habitual tardiness will not be tolerated. Tardiness is rude to your instructor and obnoxious to your classmates who cared enough to arrive on time; it is also painfully unprofessional. Arriving late to work is not tolerated in the job force, nor is it in my classroom. After 5 minutes, I will close my classroom door. Do not come into the classroom after the door is closed.  
• Be respectful of your instructor and one another. Discussions will be conducted in an objective, professional manner with consideration for the thoughts and ideas of all students in the classroom. Think before you speak!  
• Cell phones must be silenced before you enter the classroom. A class note taker will be assigned during the first week of the semester and that person will be allowed to use a computer to take notes, if necessary. No other electronic devices may be used by anyone else. After many years of teaching, I have realized that writing notes helps students prepare far better than typing and helps students focus. This is a pen and paper course. Three hours a week, you will pretend you live in the twentieth century.  
• Do not sleep, text, talk to or flirt with other students during class. This is the pinnacle of rudeness (and weirdness).  
• Trigger Warnings: The title of my class speaks for itself. We will spend the next several weeks examining history from a perspective that most of you have probably not considered before in a classroom setting. History, in general, is rarely a collection of happy instances—we will look intimately at different kinds of oppression and violence in context, as well as moments of innovation, perseverance, creativity and joy. Parts of this class will almost certainly make you uncomfortable—that is good! True education means challenging yourself to critically engage another experience. Lectures are listed below so that you have an idea of themes and topics we will cover. If you have an issue, please see me during office hours.  
• Safe Space: My class is a safe space…from your comfort zone. Since this class will almost definitely challenge what you have learned (or most likely, what you have not learned), you will have questions and comments. Ask them! “Safe space” does not mean that a space where you are coddled; “safe spaces” are designed so that you can discuss challenging concepts in a way that encourages intellectual growth and empathy. Decorum applies—think before you speak and be respectful of your classmates’ questions and ideas, but rest assured that this is a class that fosters discussion, dissent, listening and development.  
  
Emergency Procedures:  
Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.  
Severe Weather (Tornado Warning):  
Follow the directions of the instructor or emergency personnel  
Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside  
If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building  
   
Stay in the center of the room, away from exterior walls, windows, and doors  
  
Violence / Active Shooter (CADD):  
▪ CALL- 9-1-1  
▪ AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.  
▪ DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it’s safe.  
▪ DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.  
  
Inclement Weather Policy:  
If the Fayetteville Public School System is closed for the day, we will not have class.  
However, all students must check their e-mail to receive details regarding our class from me. In lots of instances, the FPSS closes for consecutive days while the University reopens.  
  
\*\*I reserve the right to revise this syllabus and my requirements for this course at anytime. \*\*  
  
Course Schedule:  
  
January 20—Introduction to Course  
  
January 22—Lecture I: “A Terrified New World”  
  
January 25—Lecture II: “A Terrified New World, Part Deux”  
Reading: “Testimony of Kirkland L. Gunn,” “Testimony of Dick Wilson,” in Dailey,  
The Age of Jim Crow, pp. 23-32  
Syllabus and Academic Honesty Quiz  
  
January 27—Lecture III: “African Americans and Reconstruction”  
Reading: “Mr. Rainey on Social Rights,” “Mr. Ransier on Social Rights,” “Mr. Beck Proposes an Amendment to the Civil Rights Act,” “Mr. Butler of Massachusetts on Equality,” in Dailey, pp. 15-17  
Lectures’ Quiz 1  
  
January 29—Lecture III: “African Americans and Reconstruction,” cont.  
   
Reading: Nell Irvin Painter, “The Economics of Oppression,” in Exodusters, pp. 54-70 (Blackboard)  
February 1— Lecture IV: “Education, White Philanthropy, and the Black Church” February 3— Lecture V: “Booker T. Washington/W.E.B. Du Bois Debate”  
Reading: Washington’s Atlanta Expo Speech (Blackboard); W.E.B. Du Bois, “Of Mr.  
Booker T. Washington and Others,” in Dailey, pp. 95-104  
Lectures’ Quiz 2  
  
February 5—Washington v. Du Bois: A Discussion  
Reading: Du Bois, “The Sovereignty of Soul,” in The Souls of Black Folk, pp. 37-60 (Blackboard)  
Response Paper One Topic, Issued  
  
February 8— Lecture VI: “Westward Migration”  
Lectures’ Quiz 3  
  
February 10-- Lecture VII: “Westward Migration,” cont.  
Reading: Painter, “Benjamin ‘Pap’ Singleton and Migration to Kansas,” in Exodusters, pp.108-117 (Blackboard)  
Documentary: Episode Seven, “The Geography of Hope,” from Ken Burns’ The West  
  
February 12—Westward Migration: A Discussion  
Response Paper One Due!  
  
February 15—Lecture VII: “Rise of the Black Middle Class”  
Reading: Charles Chestnut, “What Is a White Man?” in Dailey, pp. 45-52  
Research Project Topic Issued  
  
February 17— NO CLASS  
  
February 19— Lecture VIII: “Imperialism and Black America”  
  
February 22—Lecture IX: “Jim Crow, Teddy Roosevelt, and Elite Backlash”  
Reading: Ida B. Wells, On Lynchings: Southern Horrors, in Dailey, pp.61-68  
  
February 24— Lecture IX: Class, Imperialism, and Backlash: A Discussion  
Lectures’ Quiz 4  
February 26— Lecture X: “Woodrow Wilson, Popular Racism, & WW I” February 29—Wilson, Racism and WW I: A Discussion  
Film: The Birth of A Nation (Blackboard)  
   
March 2— Lecture XI: “Post-War, The Great Migration, & Garveyism”  
Reading: Marcus Garvey, “Will Stand by Slogan, ‘Africa for the African at Home and Abroad,’” in Dailey, pp. 136-140  
  
March 4—Garveyism: A Discussion  
  
March 7— Lecture XII: “Democracy Escapes”  
Reading: W.E.B. Du Bois, “Georgia: Invisible Empire State,” in Dailey, pp.141-148  
Documentary: The Elaine Race Riot  
  
March 9— Lecture XIII: “The Harlem Renaissance & the Jazz Age” Reading: James Weldon Johnson, Black Manhattan (Blackboard) Music: Various Artists  
March 11— Lecture XIII: Harlem, Jazz and Black Manhattan: A Discussion March 14— Lecture XIV: “African Americans and the New Deal”  
Lectures’ Quiz 5  
  
March 16— Lecture XIV: “African American and the New Deal,” cont.  
Midterm Review  
  
March 18—MIDTERM EXAM  
  
March 21—March 25: SPRING BREAK!!!  
\*Start reading March (Book One and Two)  
  
March 28—Lecture XV: “No Difference between Nazis & Jim Crow…”  
Reading: Jessie Daniel Ames, “Southern Women and Lynching,” in Dailey, pp. 179-184  
Feature Short: Opening Ceremonies, 1936 Olympics  
Lectures’ Quiz 6  
  
March 30—Lecture XVI: “Cold War America and Securing Freedom”  
Reading: President Harry S. Truman, Speech to the NAACP, in Dailey, pp. 216-220  
PBS Short: Till/Bryant court hearings  
  
April 1—Post-War Race Relations: A Discussion  
Research Project DUE  
Response Paper Two Topic Issued  
  
April 4—Lecture XVII: “The Montgomery Bus Boycott”  
Reading: March (Book One)  
  
April 6—“Boycott,” cont Reading: March (Book One) Lectures’ Quiz 7  
   
April 8--Lecture XVIII: “The Civil Rights Movement as an American Movement”  
Reading: March (Book One)  
NBC Learn: Little Rock Central High integration  
  
April 8—Lecture XIX: “JFK, Mississippi, and the Changing Political Tide”  
Reading: March (Book Two)  
Newsreel: James Meredith at the University of Mississippi  
  
April 11—Lecture XX: “A Change Is Gonna Come: LBJ and the 1960s”  
Reading: LBJ, “To Fulfill These Rights,” in Dailey, pp. 344-353  
  
April 13— A Change Has Come: A Discussion of March, Youth and the 1960s  
Lectures’ Quiz 8  
  
April 15—Lecture XXI: “A Silent Majority Stirs” CBS Productions: All in the Family  
  
April 18—Lecture XXII: “A Long Dark Night to ‘Morning in America’”  
Reading: “The New Afro-Urban Movement” in Somebody Scream: Rap Music’s Rise to Prominence in the Aftershock of Black Power (on Blackboard)  
  
April 20—Lecture XXII: “The Reagan Revolution”  
Response Paper Two DUE  
  
April 22—“Revolution?” cont.  
Reading: William J. Bennett, “Completing the Reagan Revolution” (Blackboard)  
  
April 25—Who Was Rodney King? Lecture and Discussion  
Lectures’ Quiz 9  
  
April 27— Lecture XXIII: “ ‘On the Pulse of Morning’: Black America & Bill Clinton” Reading: On Blackboard  
  
April 29—Black America and Clinton, cont. May 2—A New Millennium: Discussion May 4—Final Review  
May 6—DEAD DAY  
  
May 9—FINAL EXAM (10:15 AM—12:15 PM)

##### HIST 3263. History of the American Indian (Fa). 3 Hours.

Survey of North American Indian history from their arrival include pre-Columbian Indian history, the interaction of Indian and white societies, U.S. Government policy, and the role of Indians in modern American culture.

Syllabus

THE HISTORY OF THE AMERICAN INDIAN  
   
HIST 3263 – FALL 2017  
AGRI 332  
TuTH – 2:00-3:15  
http://learn.uark.edu  
   
Instructor: Justin Gage, Ph.D.  
jrgage@uark.edu Office: OLD MAIN 415  
Office hours: TUES. 9:00-11:00  
   
THE COURSE:  
  
This course has three basic goals. First, through the study of Native American history, this course will give the student a better understanding of the cultural, social, and political developments that shaped their own world. Second, this course hopes to give the student an increased ability to analyze and interpret their world historically. Finally, this course will ask students to consider the complex circumstances of others’ lives and challenge them to think deeply about the experiences of Native Americans.  
  
This course will center on the history of America’s first peoples paying attention to human adaptability, cultural exchange, societal change, the relationship between the government and Indigenous groups, social and religious ideas, resistance to European expansionism and settler colonialism, and the impact of technology and economics on Native Americans and their environment. Readings and lectures will reveal to the student the incredible diversity of Native peoples, the complications that arose with European contact, the ingenuity of Native adaptations, the role of American racial ideology in Native history, and the persistence of Indigenous culture. Most importantly, this course centers on the Native perspective and narrates the special role Native Americans played in the history of the United States.  
  
REQUIRED READINGS:  
  
Textbook: Colin G. Calloway, First Peoples: A Documentary Survey of American Indian History, 5th Ed.  
Timothy R. Pauketat, Cahokia: Ancient America’s Great City on the Mississippi  
Brenden Rensink, "Genocide of Native Americans: Historical Facts and Historiographic Debates" in  
Genocide of Indigenous Peoples: A Critical Bibliographic Review, Vol. 8, 15-24. – Available on Blackboard  
Sonia Toudji, “‘The Happiest Consequences’: Sexual Unions and Frontier Survival at Arkansas Post,” Arkansas Historical Quarterly 70 (Spring 2011): 45-56. – Available on Blackboard  
Claudio Saunt, West of the Revolution: An Uncommon History of 1776  
Raymond J. DeMallie, “The Lakota Ghost Dance: An Ethnohistorical Account,” Pacific Historical Review 51 (Nov. 1982), 385-405. – Available on Blackboard  
   
Rani-Henrik Andersson, “’The Ghost Dance Trouble’ and the Press,” in “The Ghost Dance Among the Lakota Indians in 1890,” Ph.D. dissertation. – Available on Blackboard  
Brenda Child, Boarding School Seasons: American Indian Families, 1900-1940  
OPTIONAL: Elliott West, The Contested Plains: Indians, Goldseekers, and the Rush to Colorado  
BLACKBOARD:  
• http://learn.uark.edu  
• Course announcements, a Weekly Supplemental of our topics, information, ASSIGNMENTS, and supplemental readings and links will be posted on the course’s Blackboard website. Helpful rubrics are posted under Course Documents.  
  
WHAT YOU HAVE TO DO:  
  
1. READ – A university education requires reading! Besides the required readings, supplemental readings (primary sources that will give the student a more personal look at Native American history) are found in your textbook and on Blackboard.  
  
2. ATTEND CLASS & PARTICIPATE – I strongly discourage absences, but I do not take attendance. It is extremely important that you attend class (you are paying for it after all). Your grade (and the amount you learn) depends on it. Exams will derive material from LECTURES and your reading. I WILL NOT GIVE YOU MY NOTES OR SLIDES. This course is more than a lecture, we will engage in discussions and graded exercises.  
  
There will be several in-class quizzes that will be graded – if you miss class, you miss the grade, NO MAKE-UPS!  
  
ONLY YOUR SEVEN BEST IN-CLASS QUIZZES WILL COUNT TOWARD YOUR FINAL GRADE. IF WE TAKE 12 QUIZZES, ONLY YOUR SEVEN BEST SCORES WILL COUNT. PLEASE UNDERSTAND THIS!  
  
If an extraordinary circumstance occurs in your personal life that causes you to miss assignments or substantial portions of class, please contact UofA Cares in the Dean of Students Office (uofacares.uark.edu). They can help you navigate troubles, connect you with resources, and contact all of your professors at once so you can stay on track academically.  
  
3. COMPLETE THREE BLACKBOARD ASSIGNMENTS – These assignments will ask you to analyze and answer questions about three of the assigned journal articles. These assignments MUST BE submitted through SafeAssign on Blackboard.  
  
4. COMPLETE A PRIMARY DOCUMENT PROJECT – More details about this paper will be posted on Blackboard.  
   
  
5. TAKE TWO EXAMS – Students will be given two exams: one midterm and one final. The midterm is scheduled for October 10. You will have the full class period to complete your exam. The final will be held on December 12, 2017 – 12:45 PM to 2:45 PM.  
  
GRADING – Do not email me to ask about your grade. All grades will be posted on Blackboard throughout the semester. Your final grade appears on UAConnect ONLY.  
  
Two Exams (100 points each) --------------------------------- 200 Points  
Seven In-class Quizzes (10 points each) ---------------------- 70 Points Three Blackboard Assignments (35 points each) ---------- 105 Points Primary Document Project -------------------------------------- 50 Points  
Total: 425 Points Possible  
COURSE POLICIES  
  
1. TARDINESS – Please come to class on time. If you are more than 10 minutes late, do not walk into class. Habitual tardiness will not be accepted.  
  
2. WHILE IN CLASS – Respect the learning experience of your classmates. YOU MAY NOT USE YOUR CELL PHONE DURING CLASS. Please do not let your phone ring. If you text, tweet, or perform any other thumb twiddling action on your phone, you will be asked to leave. You can only use your laptop to take notes if you sit in the first row of the class. If you use your laptop for any purpose besides taking notes, you will be asked to leave. If you participate in any activity not relevant to the course during class, you will be asked to leave. Please do not eat in class. Drinks are allowed.  
  
You may not record or photograph the instructor or lecture slides. Lectures are protected by copyright.  
  
3. Students requiring Center for Educational Access accommodations must notify the CEA (ada@uark.edu) and provide the instructor with the documentation approved by the CEA.  
  
4. MAKE UP EXAMS – A make-up exam can be given for those missing the midterm because of EXTRAORDINARY CIRCUMSTANCES and at the sole discretion of the instructor. Only the midterm exam can be made up. That exam will be administered on one day only.  
  
5. ACADEMIC INTEGRITY – From the Office of Academic Initiatives and Integrity: “As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment  
   
that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is  
only possible when intellectual honesty and individual integrity prevail.”  
  
• “Each University of Arkansas student is required to be familiar with and abide by the University's 'Academic Integrity Policy' at honesty.uark.edu/policy. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”  
• Cheating on exams, quizzes, or any assignment will result in failure.  
• The university has access to sophisticated methods for detecting plagiarism.  
This instructor will know if you use someone else’s work as your own.  
• I consider selling notes or PowerPoints to any commercial service a violation of my intellectual property rights and/or copyright law as well as a violation of the U of A's academic integrity policy.  
• Continued enrollment in this class signifies intent to abide by these policies.  
  
6. INCLEMENT WEATHER – If the University of Arkansas is closed because of bad weather, class will be canceled.  
  
7. EMERGENCY PROCEDURES – Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.  
  
CLASS SCHEDULE:  
Week 1 – READ: Calloway, Introduction; Chapter 1 / Begin reading Pauketat, Cahokia  
  
• Tuesday, August 22: Introduction  
• Thursday, August 24: Why Native American History?  
  
Week 2 – READ: Calloway, Ch. 1 / Rensink, "Genocide of Native Americans” / Pauketat, Cahokia  
  
• Tuesday, August 29: The First Americans  
• Thursday, August 31: Before 1492  
  
Week 3 – READ: Calloway, Ch. 2 / Toudji, “’The Happiest Consequences’”  
  
• Tuesday, September 5: Worlds Collide  
• Thursday, September 7: First Encounters  
  
Week 4 – READ: Calloway, Ch. 3 / Begin reading Saunt, West of the Revolution  
  
• Tuesday, September 12: Creating an Anglo America, 1607-1680 (Blackboard #1 DUE)  
• Thursday, September 14: A Middle Ground?  
   
Week 5 – READ: Calloway, Ch. 4 / Saunt, West of the Revolution  
  
• Tuesday, September 19: A Horse Revolution / Indian Slavery  
• Thursday, September 21: A World Transformed by War  
  
Week 6 – READ: Calloway, Chapters 4 and 5  
  
• Tuesday, September 26: The American Revolution  
• Thursday, September 28: U.S. Visitors in Indian Country  
  
Week 7 – READ: Calloway, Ch. 5 / Excerpts of Cherokee Nation v. Georgia, (1831) and Worcester v. Georgia, (1832)  
  
• Tuesday, October 3: Early “Civilizing” Efforts and U.S. Intrusion  
• Thursday, October 5: United Indian Resistance, 1811-1814 US I(Blackboard #2 DUE)  
  
Week 8 – STUDY for EXAM / Begin reading Calloway, Ch. 6 and Optionally Elliott West, The Contested Plains  
  
• Tuesday, October 10: Indian Removal in the Age of Jackson  
• Thursday, October 12: EXAM #1!  
  
Week 9 – READ: Calloway, Ch. 6 / Continue reading West, The Contested Plains  
  
• Tuesday, October 17: FALL BREAK, NO CLASS  
• Thursday, October 19: Invaders from the East and Ethnic Cleansing  
  
Week 10 – READ: Calloway, Ch. 6, Finish reading West, The Contested Plains  
  
• Tuesday, October 24: California Cont’d / The Great Sioux Uprising and the Civil War  
• Thursday, October 26: Americanizing the West, 1861-1874  
  
Week 11 – READ: Calloway, pp. 378-391 / Begin reading Brenda Child, Boarding School Seasons  
  
• Tuesday, October 31: Battles for Land  
• Thursday, November 2: NO CLASS!  
  
Week 12 – READ: Calloway, Ch. 7, pp.391-401 / Finish reading Child, Boarding School Seasons  
  
• Tuesday, November 7: Challenging Reservation Life  
• Thursday, November 9: Coercive Assimilation and Indian Education / Push Against Allotment  
   
Week 13 – READ: Calloway, 402-443 / DeMallie, ““The Lakota Ghost Dance: An Ethnohistorical Account.” / Andersson, “’The Ghost Dance Trouble’ and the Press.” / Selection of Letters, PDFs on Blackboard’s Weekly Supplemental  
  
• Tuesday, Nov. 14: The Ghost Dance / Into the 20th Century (Blackboard #3 DUE)  
• Thursday, November 16: The 20th Century, WWI, and the Indian New Deal  
  
Week 14 – READ: Calloway, Ch. 8  
  
• Tuesday, November 21: World War II and Termination  
• Thursday, November 23: THANKSGIVING, NO CLASS Week 15 – READ: Calloway, Ch. 9  
• Tuesday, Nov. 28: Heading to the Cities / The Birth of Red Power (PRIMARY DOC PROJECT DUE!)  
• Thursday, November 30: Fighting for Self-Determination  
  
Week 16 – READ: Calloway, Ch. 10  
  
• Tuesday, Dec. 5: Natural Resources, a Changing Supreme Court, and Into the 21st Century  
• Thursday, December 7: REVIEW DAY  
• Friday, December 9: DEAD DAY  
  
FINAL EXAM: Tuesday, December 12, 2017 – 12:45 PM to 2:45 PM  
  
THE INSTRUCTOR RESERVES THE RIGHT TO MAKE ANY NECESSARY CHANGES TO THE SYLLABUS AND COURSE POLICY DURING THE SEMESTER.  
  
CHANGES WILL BE ANNOUNCED IN CLASS.

##### HIST 3443. Modern Imperialism (Odd years, Fa). 3 Hours.

Examines the causes, nature, and consequences of modern imperialism. The histories of five different empires are studied and compared to give an overview of the phenomenon.

Syllabus

Modern Imperialism  
Saxton S. Wyeth Classroom: Mem 318  
Stone House G19 MWF 12:55-1:45  
swyeth@uark.edu Office Hours: MWF 11-1  
  
Course Description:  
What does modern imperialism mean? Does it still exist? What differentiates it from ‘unmodern’ imperialism? These are just a few of the questions we will grapple with throughout the semester. Although we tend to think of imperialism and empire in regards to the political and military control of one region by another, in reality the ties of imperialism were frequently much more complex and nuanced. Power—military, political, and financial were major factors in the drive for empire, but so to were culture and religion. Colonizers saw themselves as a force for change in colonial societies, but in reality they too were changed by their imperial encounters. How do we begin to untangle these threads? And what can they tell us about the formation of the world we live in?  
  
Course Goals:  
During the course of the semester we will be examining six different empires in hopes of uncovering common themes and issues. As part of our studies you will accomplish the following goals:  
• Understand the general narratives of the British, French, Belgian, German, Japanese, Soviet, and American empires  
• Be able to identify and discuss many of the issues imperial historians focus on in their work  
• Be able to discuss the various methodologies historians use in their work  
• Develop critical thinking and writing skills  
  
Required Texts:  
Hochschild, Adam, King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa (Boston: Houghton Mifflin, 1998) ISBN: 9780618001903  
  
Love, Eric T. Race over Empire: Racism and U.S. Imperialism 1865-1900  
(Chapel Hill: University of North Carolina Press, 2004) ISBN: 978-0807855652  
  
Courtois, Stéphane and Jean-Louis Panné, Andrzej Paczkowski, Karel Bartosek, Jean-Louis Margolin, Nicolas Werth The Black Book of Communism: Crimes, Terror, Repression, ed. Mark Kramer, trans. Jonathan Murphy (Cambridge: Harvard University Press, 1999) ISBN: 978-0674076082  
  
\*\*Robinson, Ronald and John Gallagher, Africa and the Victorians: The Official Mind of Imperialism (London: Palgrave MacMillan, 1978) ISBN: 978- 0333310069\*\*  
\*So, I got two conflicting emails. Either Africa and the Victorians, only the most concise book on what the Hell Britain was doing in Africa, is in stock…or it isn’t. YOLO.  
   
Assignments and Evaluation:  
Participation/Attendance 50  
Book Reviews (3\*50) 150  
Exams (2\*100) 200  
Paper 100  
Total 500  
  
The following grading scale will be used for determining grades: A (90-100), B (80-89), C (70-79), D (60-69), F (below 60)  
  
Grading Rubric:  
A—excellent work, mastery of material including a sophisticated grasp of the issues raised by the material; able to master both details and big picture, clean text  
B—solid work; understood material, able to demonstrate an ability to think through some of the issues; maybe lacking a grasp of significant details or the larger context, some grammatical or editorial problems  
C—acceptable work; moderate amount of effort put forward; no real insight but some basic understanding demonstrated; didn’t move beyond superficial details or repeating class lectures  
D—barely acceptable work with only minimal effort demonstrated; patchy or superficial understanding  
F—unacceptable  
  
Book Review: During the course of the semester you will be required to read five books and complete three book reviews. Each book review must provide a short summary of the book, a detailed examination of the book’s argument, and a critique of that argument. Your review will be approximately 500-750 words.  
You must turn in a hard copy in class and a SafeAssign via Blackboard.  
  
Paper. At the end of the semester you will turn in an eight to ten page paper that will focus on the ways in historians have discussed a particular imperial topic. Rather than be a research paper, this essay will allow you to examine 4-6 books about a particular aspect of empire and then complete an essay detailing the ways in which the books agree/disagree/hate each other. Throughout the semester we will talk in more depth about how to conceptualize and complete this assignment.  
--or—  
A standard research paper on a single topic of the Imperial adventure.  
  
Class Participation: This class will be primarily lecture and discussion based, thus attendance and participation will be worth 50 points. In order to gain all 50 points you must not only physically come to class, but also participate in said classroom discussions. Sleeping, texting, surfing the internet, or listening to your iWhatever will result in the loss of your attendance points for the day.  
Although attendance is required for the class, you are allowed two absences during the semester. For every absence after the second you will lose one point.  
   
Classroom Policies:  
Late Work: A stapled, hard copy of the assignment in question is due at the beginning of class. Assignment will be docked 10% for each that they are late. All assignments must be turned in to SafeAssign before the student will receive credit for said assignment.  
  
Make-Up Exams: Only permitted if previously arranged with the instructor before the date of the exam. They are not recommended.  
  
Academic Dishonesty and Plagiarism: “As a core part of its mission, the University of Arkansas provides students with opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”  
  
“Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at http://provost.uark.edu. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”  
  
Inclement Weather Policy:  
It is the policy of the university to remain open regardless of weather conditions. However, when inclement weather occurs, designated university officials assess weather and road conditions and decide whether it is necessary to close the offices and cancel classes. If the university remains open, each person is expected to make his or her own determination to work, but should make every attempt to get to work within the bounds of personal safety.  
  
Documented Disabilities:  
If any student has a documented disability, the Center for Educational Access (CEA) is here to help. Please visit http://cea.uark.edu for more information.  
  
I reserve the right to alter the syllabus throughout the semester, and I will give proper notice of any changes.  
  
FINAL: May 8th, 1245-245  
  
Schedule of Classes: Week One:  
January 18: What is Modern Imperialism? January 20: The First British Empire?  
   
Week Two:  
January 23: The East India Company January 25: Sepoy Mutiny  
January 27: India in the British Imagination  
  
Week Three:  
January 30: Berlin Congress February 1: Belgian Congo February 3: The British Dominions  
  
Week Four:  
February 6: New France February 8: French Indochina February 10: French North Africa  
  
Week Five:  
February 13: Africa  
February 15: Africa  
February 17: Africa  
  
Week Six:  
February 20: Informal Empire in Asia February 22: The Empire of the Rising Sun  
February 24: The Spanish-American War/ Review One  
  
Week Seven:  
February 27: An American Empire March 1: The Great War and Empire March 3: The Empire Strikes Back  
  
Week Eight:  
March 5: The Mandate System and the Postwar Settlement March 8: The Golden Age of Empire  
March 10: MIDTERM  
  
Week Nine:  
March 13: The Union of Soviet Socialist Republics March 15: Interwar India  
March 17: Lebensraum / Review Two  
  
Week Ten:  
SPRING BREAK 2017  
  
Week Eleven:  
March 27: Eight Corners of the Universe Under One Roof March 29: The Last Gasp of Empire  
March 31: The Holy Land  
   
  
Week Twelve:  
April 3: The Partition of India April 5: Suez Crisis  
April 7: Suez in British Culture  
  
Week Thirteen:  
April 10: The Malayan Emergency April 12: Algérie française  
April 14: Viet Nam / Review Three  
  
Week Fourteen:  
April 17: The Mau Mau Crisis April 19: The Winds of Change April 21: 1968  
  
Week Fifteen:  
April 24: Belgians in the Congo  
April 26: Soviet Domination of Eastern Europe  
April 28: Afghanistan and the Beginning of the End of History  
  
Week Sixteen:  
May 1: The American Century  
May 3: “Seducing the French” / Paper Due May 5: Dead Day  
  
EMERGENCY PROCEDURES  
Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.  
  
Severe Weather (Tornado Warning):  
• Follow the directions of the instructor or emergency personnel  
• Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside  
• If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building  
• Stay in the center of the room, away from exterior walls, windows, and doors  
  
Violence / Active Shooter (CADD):  
 CALL- 9-1-1  
 AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.  
 DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it’s safe.  
 DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

##### HIST 3453. Modern Terrorism (Irregular). 3 Hours.

Examines the historical foundations and course of modern terrorism, from the French Revolution to the present. Special attention is given to the Irish Republican Army, Baader Meinhoff Gang (Red Army Faction), the American militia movement, and al-Qaeda.

Syllabus

University of Arkansas Department of History  
  
The History of Modern Terrorism  
History 3453 Section 001 M-W-F 12:55-1:45 KIMP 408

Instructor: Darren Swagerty  
Phone and E-mail: dswagert@uark.edu  
  
Course Description: Examines the historical foundations and course of modern terrorism, from the French Revolution to the present. Special attention will be given to the Irish Republican Army, Baader Meinhoff Gang, the American Militia Movement, the PLO, and Al-Qaeda.  
To examine these phenomena we will use as a lens a series of questions and case studies:  
What is terrorism? Why is there still no universally accepted definition? What is the most useful definition? How does terrorism relate to guerrilla warfare and insurgency? How is terrorism different than an attrition strategy? How many actors must terrorism involve? Why does it matter how terrorism is defined for academics and policymakers?  
  
Required Text:  
  
1. Essentials of Terrorism: Concepts and Controversies. Gus Martin. 2nd ed. ISBN: 97B-1412980265  
  
2. The Looming Tower: Al-Qaeda and the Road to 9/11. Lawrence Wright. ISBN: 978-1400030846  
  
3. Belfast Diary. John Conroy. ISBN: 978-0807002179  
   
4. Bringing the War Home: The Weather Underground, the Red Army Faction, and Revolutionary Violence in the sixties and seventies. Jeremy Varon.  
ISBN: 978-0520241190  
  
5. Revolution Until Victory?: The Politics and History of the PLO. Barry Rubin. ISBN: 978-0674768048  
  
Other materials will be provided by the instructor.  
  
Course Requirements:  
TESTS: ONE MID-TERM, ONE FINAL.  
The Tests will consist of Essay question based on the Lecture and Monographs. FOUR Book Review Writing Assignments.  
  
SPECIFIC INSTRUCTIONS FOR THE WRITING ASSIGNMENTS WILL BE POSTED ON BLACKBOARD.  
  
GRADING:  
Exam I: 50 points Final Exam: 50 points  
Four Writing Assignments 20 points each Two quizzes 15 points each  
  
TOTAL: 210  
  
Normal Grading Scale will be used:  
90% and above equals “A” 80-89% equals “B”  
70-79% equals “C”  
60-69% equals “D” Below 60% equals “F”  
Partial credit on exams will be given  
  
MAKE-UPS: The instructor must be informed by e-mail of an absence and if a viable excuse is given then a make-up will be scheduled at the instructor’s convenience  
  
ACADEMIC DISHONESTY  
“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”  
   
 ADA Notice:  
Students with disabilities should contact the Center for Educational Access to find out about their rights and obligations.  
  
Do not arrive late. Turn off all cell phones at the beginning of class (during testing they must be placed along with i-pods in your bookbags). If you intend to use laptops then you must sit at the front of the class and they must be used for notes only (no surfing the web etc).  
  
Course Schedule: Week 1: January 18 Introduction  
  
Week 2: January 25  
Violence as Political and Military Strategy  
  
Week 3: February 01  
Terrorism effectiveness as strategy  
  
Week 4: February 08  
Pre-History of Modern Terrorism  
Writing Assignment One Due Wednesday February 05  
  
Week 5: February 15  
Creation of Modern Terrorism  
  
Week 6: February 22  
Terror in the Nineteenth Century  
  
Week 7: February 29  
Terrorism “Moment’ in the Sun”  
  
Week 8: March 07  
State Terrorism  
Writing Assignment Number Two Due  
  
Week 9: March 14  
Post 1968 pre-“radical” Islam  
EXAM ONE  
   
Week 10: March 21  
NO CLASS SPRING BREAK  
  
Week 11: March 28  
Sayyid Qutb  
  
Week 12: April 04  
Beginnings of Radical Islam  
  
Week 13: April 11  
Al Qaeda  
Writing Assignment Number Three due  
  
Week 14: April 18  
The Future of Terror  
  
Week 15: April 25  
Movements between Warfare and Terrorism  
  
Week 16: May 02  
Friday May 06th Dead Day.  
The United States and Terrorism  
  
Final Exam/Project and Writing Assignment Due May 13 10:15-12-15 p.m.

##### HIST 3473. Palestine and Israel in Modern Times (Irregular). 3 Hours.

History of 19th-20th Century Palestine, Zionism and the founding of modern Israel, and the Palestine-Israel conflict in local and regional perspective.

Syllabus

History 3473: Palestine and Israel in Modern Times  
  
Instructor: Matt Parnell Spring Semester 2016  
Office: 104 Old Main 12:30-1:45pm T/Th KIMP 0411 Phone: 575-4284  
mparnell@uark.edu Office Hours: 2-3pm MW  
  
Course Description:  
This course examines the history of a particular part of the Middle East, the area that has been known in the modern era as both Palestine and Israel. We will explore this area both for its historical specificity as well as for those aspects that are common to broader regional trends and transformations. This course is designed to go beyond political survey (the drawing of boundaries, the shifts in sovereignty, armed conflict between peoples and nations, and the tenuous steps towards resolution of a seemingly intractable conflict) to explore the social and cultural dimensions (the human experience) affecting Palestinians and Israelis. Thus, we will address topics pertaining to the triumphs of state building and the catastrophes of dispossession, the impact of politics and armed struggle upon everyday life, and the ways in which social and political transformations shape and are shaped by popular creative impulses.  
By the conclusion of the course, students will possess a more informed understanding of the issues defining a modern struggle in Palestine/Israel.  
  
Required Texts:  
James Gelvin, The Israeli-Palestinian Conflict: One Hundred Years of War 3rd Edition Mark LeVine and Gershon Shafir, eds., Struggle and Survival in Palestine/Israel Amy Docker Marcus, Jerusalem 1913: The Origins of the Arab-Israeli Conflict  
Sahar Khalifeh, Wild Thorns  
David Grossman, Yellow Wind  
  
Course Requirements and Evaluation:  
  
I. Attendance: Attendance is mandatory. I will record class attendance every time we meet. You are allowed up to four absences. Beyond those four, you will have one letter grade deducted from your overall course grade for every day missed thereafter.  
  
II. Map Quiz: In preparation, I will provide a list of countries, cities, and landmarks on Blackboard. You will be responsible for learning their location in order to identify them on a blank map of the geographic area we are studying.  
  
III. Weekly Journal: Students are required to write a weekly journal entry reflecting on the week’s theme, discussions, and readings. Minimally, reflections should be 2-3 paragraphs and include: 1) summary of the week’s topic/readings 2) information/subject matter you found challenging 3) anything that enhanced your understanding of the subject matter. These reflections must be submitted to Blackboard every week until finals. At the end of the semester, I will read these journal entries and grade them as follows: 85% Completion; 15% Professionalism.  
   
IV. In-Class Debates/Discussions: Debates/discussions will take place in the classroom every week and are an important aspect of the work students will undertake. The function of the professor is to help moderate the debate, to facilitate discussion, and to provide context for the readings and discussion.  
• The Debate Format:  
o At the beginning of the term, students will select a debate topic of particular interest from among those listed below.  
o At the beginning of the class to which they are assigned, a moderator will present the issue in 5 minutes followed by two students making a presentation of 8 minutes altogether – divided into a five-minute speech, a three-minute rebuttal of her/his opponent.  
o One student will support the argument indicated by the resolution and one student will oppose the argument.  
o The students are expected to rely, in the first instance, upon the texts assigned in the syllabus for the given debate. After that, the student may draw upon outside sources through library research or through the assistance of the instructor. Please do not hesitate to consult with the instructor for suggestions in this regard.  
o Please note that each student is expected to engage with her/his opponent’s ideas directly, and that, accordingly, the three-minute rebuttal should be entirely impromptu and unprepared.  
o After the two students have debated, the moderator will provide four questions from the debate for the entire class to openly discuss.  
  
V. Mid-Semester and Final Essays: You will have three 5-page essay exams, based on lectures, discussions, and readings. You must upload your essay to the assignment link on Blackboard on/by the day it is due. I will provide a handout on Blackboard detailing how essay grades will be calculated.  
  
Details of Note:  
If you miss a class, it is your responsibility to get lecture/discussion notes from a classmate. I will not provide my lecture notes or my PowerPoints to students.  
  
The use of laptop computers, tablets, and smartphones is not permitted in the classroom. For information and background as to why, please refer to:  
  
https://www.washingtonpost.com/news/answer-sheet/wp/2014/09/25/why-a-leading-professor-of- new-media-just-banned-technology-use-in-class/  
  
Students must take notes on paper unless they have documented permission from the UA Center for Educational Access to use a tablet or laptop.  
  
Complete the week’s readings before class and bring the assigned text/s to every class. The reading load is approximately 100 pages/week and we will be discussing the readings in depth every week.  
  
You will be asked to leave the classroom if you are disrupting the learning and/or teaching environment. Late assignments will be marked down one full letter grade for each day that they are late.  
   
This syllabus is subject to change; I will communicate any such changes with you in a timely fashion in class, on Blackboard, and via UA email.  
  
Course Final Grade Breakdown: Grade Scale:  
Map Quiz- 50 points A-90-100  
Journal- 100 points B-80-89  
Debate/Discussions- 150 (50 for debate) C-70-79  
Essay Exams- 300 Points (100 Pts Each) D-60-69 F- 0-59  
Total Points: 600   
  
Academic Honesty:  
“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”  
  
“Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at http://provost.uark.edu/ Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”  
  
Special Accommodations:  
University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104 or visit http://cea.uark.edu for more information on registration procedures).  
  
Inclement Weather Policy:  
In the event of the university closing due to inclement weather, we will not have class. Students should monitor their email and our course Blackboard page for updates about the status of class meetings.  
  
Course Schedule:  
  
Week One: January 18-22  
T: Introduction to the Course. Assign Debate Roles.  
R: Film, West Bank Story, and Discussion: From ‘Time Immemorial’? Redefining Fiction and Fantasy  
Assignment: Purchase your books; Gelvin, 1-13; Read Juan Coles’ blog post, http://www.juancole.com/2016/01/jews-and-arabs-kiss-in-protest-against-banning-of-novel.html  
   
Week Two: January 25-29 T: Imagining Palestine  
R: Map Quiz; Debate: Be it resolved that most nineteenth-century Western travelers to Palestine consciously advanced Zionist political claims to the land.  
Assignment: Gelvin, 1-13; On Blackboard: Eitan Bar-Yosef, “Christian Zionism and Victorian Culture”, Charlotte Whiting, “Geographical Imaginations of the “Holy Land”: Biblical Topography and Archaeological Practice”  
  
Week Three: February 1-5  
T: Palestine under Ottoman Rule  
R: Debate: Be it resolved that allegiance to the Ottoman Empire superseded particularist nationalisms among the residents of Palestine throughout the late Ottoman period.  
Assignment: Gelvin, 14-45; LeVine/Shafir, 27-38, 39-50, 51-62; Marcus, 1-55  
  
Week Four: February 8-12  
T: Nationalism from Europe to the Middle East  
R: Debate: Be it resolved that nationalism in the late nineteenth and early twentieth centuries, whether Zionism or Palestinian Arab nationalism, was developed and directed by elites.  
Assignment: Gelvin, 46-75; LeVine/Shafir: 63-76, 85-103; Marcus, 59-86  
  
Week Five: February 15-19  
T: The Road to the Palestine Mandate  
R: Debate: Be it resolved that the strength of Zionist culture was of greater importance than Zionist political organization, in establishing Jewish claims to Palestine during the Mandate.  
Assignment: Gelvin, 76-91; LeVine/Shafir, 104-124; Marcus, 89-171  
  
Week Six: February 22-26  
T: In-Class Film and Discussion: Seeds of Conflict  
R: First Exam Essay Due  
  
Week Seven: February 29-March 4  
T: Palestine under the British Mandate  
R: Debate: Be it resolved that employing a ‘relational history’ results in viewing Palestinian nationalism as ‘merely a reaction’ to Zionism.  
Assignment: Gelvin, 92-116; LeVine/Shafir: 125-40, 141-56, 157-69; On Blackboard: Zackary Lockman, “Railway Workers and Relational History: Arabs and Jews in British-Ruled Palestine”  
  
Week Eight: March 7-11 T: Conflict and Partition  
R: Debate: Be it resolved that the revision of the traditional historiography of 1948, undertaken by the ‘new historians,’ could only have arisen in Israel.  
Assignment: Gelvin, 117-44; LeVine/Shafir, 179-87  
  
Week Nine: March 14-18  
T: In the Wake of Partition: In-Class Film: The Dupes  
R: In-Class Film Continued and Discussion  
Assignment: On Blackboard, Segev, 93-154; Rouhana/Ghanem, 223-46  
   
Week Ten: March 21-25 T: No Class  
R: No Class  
Assignment: Read Khalifeh, Wild Thorns  
  
Week Eleven: March 28-April 1  
T: Of Offense and Defense (1956-1973)  
R: Debate: Be it resolved that the road to conflict between the Arabs and Israelis was unavoidable and thus it is unreasonable to question the dominant historical narrative.  
Assignment: On Blackboard: Meir, 420-53; Allon, 38-53; Finkelstein, 123-171; Begin Grossman  
  
Week Twelve: April 4-8  
T: A Land Occupied and Liberated  
R: Debate: Be it resolved that, although the legal status of Palestinian citizens of Israel and that of the Palestinians of the Occupied Territories differ substantially, they have in practice faced  
similar levels of political oppression and dispossession.  
Assignment: Gelvin, 166-214; LeVine/Shafir, 295-336; Continue Grossman  
  
Week Thirteen: April 11-15  
T: “I Shake it Off, Shake it Off”: Intifada  
R: Debate: Be it resolved that the intifada was a ‘gendered’ uprising that ultimately had a damaging impact on the participation of women in the Palestinian struggle.  
Assignment: Gelvin, 214-230, LeVine/Shafir, 337-349; On Blackboard, Peteet, “Male Gender and Rituals of Resistance in the Palestinian ‘Intifada’: A Cultural Politics of Violence”; Finish Grossman  
  
Week Fourteen: April 18-22 T: Essay Exam 2 Due  
R: Debate: Nationalism, Scholarship, and Learning: Be it resolved that Palestinian historians are less likely to write objectively about the Palestinian-Israeli conflict than are Israeli historians, because of the failure of the Palestinian nationalist movement to secure an independent state.  
Assignment: Gelvin, 145-65; LeVine/Shafir, 1-20; On Blackboard: Khalidi, 177-210  
  
Week Fifteen: April 25-29  
T: In-Class Film: Teaching Ignorance  
R: In-Class Film Continued and Discussion Assignment: LeVine/Shafir, 353-412  
  
Week Sixteen: May 2-6 T: Oslo and its aftermath  
R: Final Debate or Discussion  
Assignment: Gelvin, 231-68; LeVine/Shafir, 413-43; On Blackboard, Abigail Bakan and Yasmeen Abu-Laban, “Israel/Palestine, South Africa and the 'One-State Solution': The Case for an Apartheid Analysis”  
  
Final Essay Exam due by Tuesday, May 10 at 3:00pm

##### HIST 3603. Colonial and Revolutionary America, 1600-1789 (Irregular). 3 Hours.

Survey of colonial and revolutionary American history, emphasizing economic, social, and cultural perspectives. Topics include historical interpretations of Native American, French, Spanish, English, Dutch, and Russian interactions in North America as well as the causes of the American Revolution and formation of the new national government.

Syllabus

Fall 2015 TR 3:30-4:45  
HIST 3063-001 E-mail: npconley@uark.edu  
Colonial and Revolutionary America, 1600-1789 Office: STON G21  
Room: SCEN 0613 Office Hours: TR 1:30-2:30 Instructor: Nathaniel Conley or by appointment  
  
TEXTS:  
  
1. Peter H. Wood, Black Majority: Negroes in Colonial South Carolina from 1670 through the Stono Rebellion  
2. T. H. Breen, The Marketplace of Revolution: How Consumer Politics Shaped American Independence  
3. Gary Nash, The Unknown American Revolution: The Unruly Birth of Democracy and the Struggle to Create America  
  
COURSE DESCRIPTION:  
  
This course will provide an in-depth analysis of colonial and Revolutionary America with an emphasis on political, economic, and social/cultural development. This course will also be focused on the theme of “the Atlantic world” for the first half of the course. For the second half of the course we will be looking at whether the American Revolution was radical or not. The question of the radicalism of the American Revolution is one that historians still actively discuss and so we will try to decide for ourselves whether it was or not.  
  
Grading Scale: A = 90-100, B = 89-80, C = 79-70, D = 69-60, F = below 60.  
  
Graded Components:  
  
1. Attendance/Participation 10%  
2. Weekly Responses 15%  
3. Book Essays (2) 30% (2 @ 15%)  
4. Midterm 20%  
5. Final 25%  
  
ATTENDANCE/PARTICIPATION: For full attendance credit and participation credit, you are expected to do the following:  
  
1. Accumulate no more than four absences. (There are exceptions, see the EXCUSED ABSENCES section below.)  
2. Submit all paper requirements (responses and book essays) completely and on time.  
3. Miss no more than four (4) weekly responses.  
4. Demonstrate respect for our time together: come to class on time; stay until class concludes; actively contribute to class lecture/discussion.  
  
Failure to adhere to the above requirements will result in a zero (0) for your attendance/participation grade.  
   
WEEKLY RESPONSES: Weekly responses are your opportunity to synthesize the reading from the previous week. You must submit weekly responses on Tuesday of every week unless otherwise specified by me in class or through an announcement on Blackboard. You should either summarize the previous weeks’ readings or pose a question that was raised from the readings (and try to answer it), keeping in mind the course themes that we examining. Each response should be at least one page long (350-400 words).  
  
BOOK ESSAYS: You will write two book essays over the course of the semester. Each book essay will be written in response to questions that I provide. I will load instructions on Blackboard for the essays along with the questions. Please be sure to follow the instructions exactly and submit the essay on time.  
  
MIDTERM: The midterm will consist of five identifications and an essay. The five identification terms will come from lectures and the books, while the essay will require you to bring information from the lectures in a cohesive manner in answer of a question that will pertain to the theme of the Atlantic world. A study guide will be provided prior to the exam.  
  
FINAL: The final will consist of five identifications and two essays. The five identifications will mirror those of the midterm. The first essay you must answer will discuss the Revolution and will force you to rely on both the book, The Unknown American Revolution, and the lectures in class. The second essay will ask you to look at the course of colonial and Revolutionary and discuss the theme of the course, it will be comprehensive.  
  
COURSE POLICIES:  
  
EXCUSED ABSENCES: There are only two types of excused absences in this course: university-approved activities (sports, etc.) and religious holidays. University activity schedules should be provided as quickly as possible and religious holiday calendars should be provided in the first week of class. Failure to provide either will result in an unexcused absence.  
  
PLAGIARISM/CHEATING: This course has a zero tolerance policy for lying, cheating or plagiarism. Quotation marks and footnote/endnote citations should be utilized in order to note the source of a work or idea. Any work suspected of violating the University’s academic honesty code (present in the Catalog of Studies) will be dealt with to the fullest extent the University permits. Please remember that lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. If you have any questions about the policy and how it applies to your own work, please don’t hesitate to ask.  
  
MAKE-UP POLICY: Each late assignment will be docked 25% for each day late (if you know you will be missing for an excused absence you should plan to turn in the assignment early).  
There will be a make-up exam day scheduled in which you can make up one exam.  
  
BLACKBOARD: This syllabus, course calendar, and readings as well as your grades will be posted on our Blackboard website, http://learn.uark.edu/  
   
EMERGENCY PROCEDURES: Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu  
  
CEA ACCOMODATIONS: Students requiring accommodations must notify the Center for Educational Access (ada@uark.edu) and provide the instructor with the documentation approved by the CEA.  
  
GRIEVANCES: If a student is unhappy with a grade and wants the grade to be reconsidered, he/she is required to hand in a one-page paper detailing the reasons why the student considers the assignment to be misgraded along with the graded assignment. You must also wait twenty-four hours after an assignment is returned before talking to the instructor about it. Grievances must be submitted no later than two class periods after the assignment was returned to the class.  
  
SYLLABUS CHANGES: I reserve the right to change the syllabus based on the conditions of the class. Any changes to the syllabus will be announced in class and via announcement on Blackboard.  
  
Class Date Topic Reading/ Assignment  
1 August 25 Native America, to 1500 No Reading  
2 August 27 Europe and Africa “Spacious Skies and Tilted Axes” (on Blackboard)  
3 September 1 New Spain, 1500-1600 “Conquistadors of the Spirit” (on Blackboard)  
4 September 3 The Spanish Frontier, 1600-1700 “New Order” (on Blackboard)  
5 September 8 Canada and Iroquoia, 1500-1660 Black Majority, Prologue & Chapter 1; “The middle ground” (on Blackboard)  
6 September 10 French America, 1650-  
1750 Black Majority, Chapter 2; “I make him my dog/ my slave” (on Blackboard  
7 September 15 New England, 1600-1700 Black Majority, Chapter 3-4  
8 September 17 Puritans and Indians, 1600-1700 Black Majority, Chapter 5; “Habitations of Cruelty” (on Blackboard)  
9 September 22 Virginia and the Charter Generation, 1570-1650 Black Majority, Chapter 6; “Slavery and Freedom: the  
   
 American Paradox” (on Blackboard)  
10 September 24 Chesapeake Colonies, 1650-1750 Black Majority, Chapter 7  
11 September 29 The West Indies, 1600- 1700 Black Majority, Chapter 8  
12 October 1 Carolina and the Plantation Generation, 1670-1760 Black Majority, Chapter 9-10  
13 October 6 Middle Colonies, 1600-  
1700 Black Majority, Chapter 11-12  
14 October 8 Revolutions in Britain and Rebellions in America, 1685-1730 No Reading; Book Essay 1 due (Black Majority)  
15 October 13 The British Atlantic, 1700-1800 The Marketplace of Revolution, Intro- Chapter 2  
16 October 15 Awakenings and Enlightenment, 1700-  
1775 The Marketplace of Revolution, Chapter 3-  
4  
17 October 20 Fall Break (No Class) The Marketplace of Revolution, Chapter 5  
18 October 22 Midterm Exam No Reading/ Study for Exam!  
19 October 27 Britain and America at Midcentury The Unknown American Revolution, Chapter 1; Origins Roundtable (on Blackboard)  
20 October 29 Politics, Mobs, and the Stamp Act Crisis The Unknown American Revolution, Chapter 2; Origins Roundtable (on Blackboard)  
21 November 3 Property, Liberty, and the Ideology of the Revolution The Marketplace of Revolution, Chapter 6; The Unknown American Revolution, Chapter 3  
22 November 5 Boston and the “Bastards of England” The Marketplace of Revolution, Chapter 7; Origins Roundtable (on Blackboard)  
23 November 10 Tea and the First Continental Congress The Marketplace of Revolution, Chapter 8  
   
 Origins Roundtable (on Blackboard)  
24 November 12 Independence No Reading; Book Essay 2 due (Marketplace of Revolution)  
25 November 17 The Revolution in the Atlantic The Unknown American Revolution, Chapter, 4-5; Origins Roundtable (on Blackboard)  
26 November 19 “Fugitive War” and the Southern Civil War “The Triagonal War” (on Blackboard); Origins Roundtable (on Blackboard)  
27 November 24 Midterm Makeup Exam No Reading/ No class if you do not have make-up.  
28 November 26 Thanksgiving Break (No Class No Reading  
29 December 1 Inside and Outside the Campaigns The Unknown American Revolution, Chapter 6  
30 December 3 The Revolutionary Generation of Slaves “The Revolutionary Generation of Slavery” (on Blackboard)  
31 December 8 Peace, Democracy, and the Problems of Independence The Unknown American Revolution, Chapter 7  
32 December 10 Constitutional Convention and Ratification The Unknown American Revolution, Chapter 8  
Final Exam Tuesday, 12/15/2015, 3:15-5:15

##### HIST 3613. Early National and Antebellum America, 1789-1850 (Irregular). 3 Hours.

Survey of early national and antebellum America emphasizing economic, social, and cultural perspectives. Topics include the impact of westward expansion, slavery, religion, gender, the market economy, and political developments on the new nation.

Syllabus

HIST 3613: Early National and Antebellum America  
  
Spring 2017, University of Arkansas Instructor: Michael Shane Powers MWF, 9:40 – 10:30am, Kimbel Hall 414  
Email: mspowers@uark.edu Twitter: @Prof\_MSPowers Office Hours: STON G18, Tuesdays 2:00 - 4:00pm (or by appointment)  
  
Course Description  
The study of history is not merely an accumulation of facts and dates; rather it is a complex tapestry of overlapping studies that examine the ‘foreign country’ of the past. This course will not only explore the major historical concepts, themes, and events in the United States from 1789 to 1850, students will assess how scholarly understanding and interpretations of the era have changed over time. Specifically, this course aims to provide a multifaceted analysis of race and gender, un-free and free labor, local, state, and national politics, and the myriad connections between the United States and the wider world between 1789 and 1850.  
  
Course Goals  
Learn the discipline of history – to examine scholarly opinions purposefully, assess historical sources astutely, and to write clear and concise.  
  
To develop critical thinking for the evaluation of historical evidence, arguments, and objective understanding while comprehending contingency, nuance, and the interaction/exchange of ideas.  
  
How to frame historical questions, employing a broad range of primary and secondary sources, and recognizing historical facts in context while learning how interpretive analyses provide a variety of answers to similar questions.  
  
Specifically explore the development according to time and place along with elements of continuity and change of race relations, political systems, economies and the interactions of Early National and Antebellum America in the wider world.  
  
Course Requirements  
Secondary Source Analysis I: 75 points Mid-term Exam: 100 points  
Secondary Source Analysis II: 75 points Final Exam: 100 points  
Quizzes & Discussions: 25 points Research Paper: 100 points Attendance: 25 points  
TOTAL POINTS: 500  
   
Grade Scale  
450-500 = A  
400-449 = B  
350-399 = C  
300-349 = D  
0-299 = F  
  
Course Materials  
Required:  
The American Yawp, Before 1877: A Free and Online, Collaboratively Built American History  
 Textbook, 2016-2017 Edition Updates. Joseph Locke and Ben Wright, editors.  
Website: www.americanyawp.com  
  
The American Yawp, Before 1877: A Documentary Companion to the American Yawp, 2016 2017 Edition Updates. Joseph Locke and Ben Wright, editors.  
Website: www.americanyawp.com/reader.html  
  
Slave Country: American Expansion and the Origin of the Deep South. Adam Rothman.  
Cambridge: Harvard University Press, 2005.  
  
The Mysterious Death of Mary Rogers: Sex and Culture in Nineteenth-Century New York.  
Amy Gilman Srebnick. Oxford: Oxford University Press, 1995.1  
  
All other required readings will be designated “BB” and posted on Blackboard: http://learn.uark.edu/  
  
Optional (highly suggested for History majors and minors):  
A Pocket Guide to Writing in History, Eight Edition. Mary Lynn Rampolla. Boston: Bedford/St. Martin’s Press, 2015.  
  
Plagiarism & Academic Honesty  
Plagiarism is utilizing someone else’s writings, ideas, or works without providing due credit or proper citation. Quotation marks and footnote/endnote citations should be utilized in order to note the source of a work or idea. The university’s policy on Academic Honesty is provided in the 2014-2015 Catalog of Studies. All instances of academic dishonesty, including plagiarism and cheating, will be referred to the Office of Student Affairs.  
As a core part of its mission, the University of Arkansas provides students with the  
  
1 DISCLAIMER: This book, along with the corresponding assignment and class lectures, discusses issues of abortion, rape, and violence against women as a means of exploring gender constructs and power dynamics in nineteenth century America.  
   
opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s Academic Integrity Policy, which may be found at http://provost.uark.edu/. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.  
Mid-term & Final Exams (Blue Book needed) – 100 points each  
  
1.) Identification – 40 points  
- A list of possible identification questions will be given before the exam, ten identification questions will appear on the exam, students will responding to four (worth ten points each)  
- Address the basic “who-what-when-where-and-why is this significant” (AKA how does it intersect with major historical problems or situations) of important individuals, events, and ideas covered in class AND in reading assignments during the testing period in three to five complete sentences  
  
2.) Essay – 60 points  
- Three possible essay questions will be given before the exam, two essay questions will appear on the exam, students will respond to one  
- Analyzing evidence and ideas obtained from the course, including lecture materials, reading assignments, and class discussions  
  
The Final Exam will not be cumulative, it assess comprehension of course material covered since the Mid-term Exam.  
  
Secondary Source Analysis I & II – 75 points each  
1,000 – 1,250 words. This is NOT a standard “book review.” Students will craft an essay answering questions concerning each secondary source monograph. It will require students to analyze the document’s major points/arguments AND put the document in the larger political, social, and economic context(s) while interweaving other approved primary and secondary sources. Therefore, a strong analysis will incorporate ample evidence from the document, lectures, and approved outside sources to support your thesis while writing clear and concise with correct grammar. Students will be evaluated based on their ability to make a coherent argument through apt writing skills, displaying critical thinking, and supporting each point with evidence. On the whole, a solid paper displays critical thinking through creative analysis that interrogates the sources and uses knowledge gained from our course. Students must turn their assignments under the “Assignment” tab of the Blackboard site by the due date.  
Citations will be based on The Chicago Manual of Style. Analyses that are above or below the length requirements will be automatically penalized.  
   
Research Paper – 100 points  
Students will craft a research paper on a U.S. state or territory that focuses on a theme or issue occurring between 1789-1850 that argues why it was seminal to that state or territory’s history. A maximum of three students may choose an identical theme/issue OR state/territory, but no two students can do an identical theme/issue AND state/territory. Students are responsible to submit via Blackboard their claim, on a first come, first serve basis, to a theme/issue and state/territory by providing one viable primary source and secondary source.  
  
As an exercise in learning the discipline of history, this assignment is meant to demonstrate that academic historians do more than “find out the facts.” Academic history is produced when sources and evidence shape scholarly conclusions and arguments, not vice versa. This assignment will engage students to operate as historical detectives who interrogate the past. More directly, this project will teach students how to be an historian as they analyze a topic according to time and place through multiple viewpoints and sources.  
  
An historian must think critically about primary sources: What is the author’s viewpoint and argument? To what extent do various groups or individuals differ on the motives, details, or outcomes of a theme/issue? Historians likewise must think critically about secondary sources: How have scholarly interpretations of the past changed over time? Finally, historians must analyze disparate primary and secondary sources to coherently argue how their topic and area adds to the understanding of larger historical themes and developments of, in this course, Early National and Antebellum America.  
  
The Research Paper will be subdivided and spaced out into four parts during the semester that will be submitted in Word Doc format, double spaced with 12 point Times New Roman and 1 inch margins via Blackboard by the start of class, unless otherwise noted:  
  
Part I: Claim Topic & Area – 5 points  
DUE March 27  
  
Students will submit a brief statement via Blackboard of 150 – 250 words that details their chosen topic/issue and state/territory along with providing one primary source and one secondary source other than assigned readings. At this stage, your choice can be fairly broad, but you should indicate as exactly as possible what topic/issue and state/territory you wish to research and why.  
  
Part II: Annotated Bibliography – 10 points  
DUE April 3  
  
Students will write a concise paragraph (3-5 sentences) for each of two primary sources, one of which must be a newspaper, and each of two secondary sources of their choosing.  
   
The paragraph must evaluates the source’s author and argument in addition to how the source fits in with your overall topic/issue and state/territory. Citations will be based on The Chicago Manual of Style.  
  
Part III: Prospectus – 10 points  
DUE April 21  
  
Students will craft a 2-3 page snapshot of their ongoing research and analysis. It must place your chosen topic/issue and state/territory in historical context and provide a thesis statement of your research paper’s analytical argument. In regards to secondary sources, it must also assess how historians’ interpretation of the topic and area differ.  
  
Part IV: Research Paper Due – 75 points  
DUE 5pm, Final Exam Day  
  
8-10 pages, at least three (3) primary sources, one of which must be a newspaper, and at least three (3) secondary sources that incorporates and builds upon your annotated bibliography and prospectus. A solid research paper clearly grounds the theme/issue and state/territory of your choosing in proper historical context and includes a thesis statement that makes a discernable historical argument backed up by original analysis of primary and secondary sources.  
Analyze how politics, society, culture, religion, and/or economics intersect with your theme/issue and state/territory. What are the major historical interpretations of your topic? How does your theme/issue and state/territory relate to larger themes and developments of United States history?  
  
Quizzes and Discussions – 25 points  
At various points in the semester, students will have a quiz, in-class discussion, or in- class written reflection based on assigned readings and lecture material. There will be no make-ups for missed quizzes, discussions, or reflections.  
  
Late Assignments  
Unless otherwise noted, Assignments turned in late will be docked one letter grade each 24 hours after the due date.  
Class Attendance – 25 points  
Attendance will be recorded for each class; late arrivals will not be counted present. Forgery on an attendance sheet is classified as academic dishonesty per Provost policy and will be reported.  
  
Students may have up to three unexcused absences without penalty. For each unexcused absence after the first three, I will lower the attendance grade by 2.5 points. It is the student’s responsibility to sign the attendance sheet each day they are present for class.  
   
As per university policy, an excused absence is correlated to university sponsored events (ie athletics, conferences, etc.), medical issues, or personal/family emergencies verified through U of A Cares (see subsequent heading “Personal or Family Emergencies”) and requires both official documentation and email notification within 7 days of the missed class.  
  
Extra Credit  
A max of 15 extra credit points are possible from the following options:  
  
1.) Meme Challenge  
Five bonus points will be awarded to the Mid-term grade of students who submit an original meme that relates to any course topic discussed in a given week. One original meme per student will be awarded 5 bonus points.  
  
2.) Crystal Bridges Museum  
Five bonus points will be awarded to the lowest quiz/discussion score of students who visit Crystal Bridges and write a brief response. A picture of yourself at Crystal Bridges along with a 300 – 350 word response that relates what you saw at the museum to a course topic or theme.  
  
3.) Movie Response  
Five bonus points will be awarded to the attendance grade of students who watch a historical movie approved by me and write a brief response. Specific movie options and response criteria will be made available after the Mid-term.  
  
Additional Extra credit assignments are at my discretion.  
  
All Extra Credit assignments are due to me via email by Tuesday, April 26 at 11:59pm.  
  
Emergency Procedures:  
Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.  
  
Severe Weather (Tornado Warning):  
• Follow the directions of the instructor or emergency personnel  
• Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside  
• If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building  
• Stay in the center of the room, away from exterior walls, windows, and doors  
  
Violence / Active Shooter (CADD):  
• CALL- 9-1-1  
   
• AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.  
• DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it’s safe.  
• DEFEND- Use chairs, desks, cell phones or whatever  
  
Accommodations through CEA:  
If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479–575–3104, e-mail ada@uark.edu or visit http://cea.uark.edu for more information on registration procedures). Students requiring accommodations must provide the instructor with the documentation approved by the CEA.  
  
Inclement Weather:  
It is the policy of the university to remain open regardless of weather conditions. However, when inclement weather occurs, designated university officials assess weather and road conditions and decide whether it is necessary to close the offices and cancel classes. If the university remains open, students should make every attempt to get to class within the bounds of personal safety.  
It is the student’s responsibility to ascertain whether the university will be open during class times in the event of inclement weather.  
  
Make-Up Exam  
The Mid-term make-up exam will be on Thursday, April 27 in my office, STON G18 from 2:00 – 2:50pm. If you plan to take the make-up exam, you must email me at least 48 hours in advance. I reserve the right to handle test make-ups on a case-by-case basis in extenuating circumstances.  
There is no make-up exam for the Final.  
  
Cell Phones and Laptops:  
All cell phones must either be turned off or put into silent mode during class. Any student caught texting or engaging in any other form of illicit cell phone activity will be kicked out of class for the day. Laptops are permitted but are to be used for note-taking purposes only. If you use your laptop for any other purpose, you will be kicked out of class and will not be allowed to use your laptop for the rest of the semester.  
  
Email Etiquette  
Adapted from Purdue Writing Owl https://owl.english.purdue.edu/owl/resource/636/1/  
   
Emails to the instructor, or to anyone in a professional setting, should follow appropriate email etiquette. The following are a few important points to remember when composing an email, particularly when the email's recipient is a superior and/or someone who does not know you.  
• Be sure to include a meaningful subject line; this helps clarify what your message is about and may also help the recipient prioritize reading your email  
• Just like a written letter, be sure to open your email with a greeting like Dear Dr. Jones, or Ms. Smith:. When e-mailing anyone in an academic position, assume they have a doctorate and address them as Dr. rather than Mr. or Ms. unless you are certain otherwise.  
• Use standard spelling, punctuation, and capitalization. Do not write colloquially or in text message lingo – no ttyl or thnx  
• Write clear, short paragraphs and be direct and to the point; professionals and academics alike see their email accounts as business. Do not write unnecessarily long emails or otherwise waste the recipient's time  
• Be friendly and cordial, but do not try to joke around (jokes and witty remarks may be inappropriate and, more commonly, may not come off appropriately in email)  
• Allow for at least 72 hours over business days without a response to send a reminder e-mail. Pestering and insistent e-mails will only hurt your cause.  
  
Course Aids  
1.) One-on-One Meetings  
I am here to help you succeed in this class and in your education. I see my role as an educator to introduce you to historical material and show you ways to analyze it as a historian. It is your job to learn those skills and apply them. The assignments are not tricks. They are not designed to lower your grade or hurt you. They allow you to apply the skills you have learned in class. If at any time you need help or are wondering about anything, please talk to me! I want to help you succeed. My office is STON G18, if you cannot make my scheduled office hours I will be happy to set up an appointment.  
  
2.) Class+: Center for Learning and Student Success  
The University of Arkansas provides tutoring, writing support, and supplemental instruction, along with academic coaching, support, and recovery.  
  
Visit class.uark.edu for more information and make appointments.  
  
Personal or Family Emergencies Affecting Academic Performance  
If a personal tragedy arises that will cause you to miss assignments or substantial portions of class and you would like to request extensions or make-up dates, you must contact U of A Cares in the Division of Student Affairs by filing an Online CARE Report via their website uofacares.uark.edu or call 479-575-5004: . They are there to help you navigate troubles,  
   
connect you with resources, and contact all of your professors at once so you can stay on track academically.  
  
Based on the information provided, U of A Cares will aid in addressing the concern in a comprehensive, efficient, and effective manner. The U of A Cares team can assist with issues such as, but not limited to:  
  
• injury  
• illness  
• the passing of a friend or family member  
• financial matters  
• adjustment issues  
• mental health concerns  
• scholarship concerns  
  
By providing referrals, resources, and other information to students in need, U of A Cares seeks to empower students to take advantage of the offices and services that exist on the University of Arkansas campus and in the local community in a manner that allows students to achieve their full potential.  
Course Schedule  
This calendar is tentative with topics and readings subject to change, with prior notice given to students both in class and via email. Readings should be completed by the day they are assigned – it is your responsibility to check Blackboard and email on a regular basis.  
  
Date: Topic Readings:  
Week 1  
January 18 Introduction   
January 20 Colonial British America in the Atlantic World   
Week 2  
January 23 Home Rule and Who Should Rule at Home: The American Revolution(s) American Yawp, Ch. 5 The American Revolution, “II. Origins of the Revolution” & “III. Causes of the Revolution”  
  
BB: Breen, Tobacco Culture, pgs. 1-17, 23-30  
January 25 These United States: Confederation or Constitution? BB: Meacham, The American Gospel: God, the Founding Fathers, and the Making of a Nation pgs.  
   
 77-82, 86-87, 91-95, 99-  
105  
January 27 Rebellions and the Age of Revolutions: America in the Atlantic World BB: Wood, Empire  
of Liberty, pgs. 95-110, 133-139  
Week 3  
January 30 Rebellions and the Age of Revolutions: America in the Atlantic World, Part II Rothman, Slave Country: American Expansion and the Origins of the Deep South, pgs ix-70  
February 1 U.S. Society in the Early Republic BB: “Ten Facts About Washington & Slavery”  
February 3 U.S. Society in the Early Republic, Part II Rothman, Slave Country: American Expansion and the Origins of the Deep South, pgs 73-117  
Week 4  
February 6 U.S. Society in the Early Republic, Part III BB: Morgan, “Slavery and Freedom: The American Paradox”  
February 8 Jeffersonian Politics   
February 10 The Great Lakes to the Gulf South: Creating a  
U.S. Empire? BB: West, “Lewis and Clark: Kidnappers”  
Week 5  
February 13 Pan-Indianism and Tecumseh’s Confederacy American Yawp Ch. 7 The Early Republic, “V. Native American Power & the U.S.”  
  
American Yawp Primary Source Reader, Ch. 7 The Early Republic, “Tecumseh Calls for Pan-Indian Resistance”  
February 15 “Mr. Madison’s War” and American Nationalism Rothman, Slave Country: American Expansion and the Origins of the Deep South, pgs 118-164  
February 17 “Mr. Madison’s War” and American Nationalism, Part II   
Week 6  
February 20 The Floridas &  
The Seminole Wars American Yawp Ch. 12 Manifest Destiny “II. Antebellum Western  
   
 Migration and Indian Removal”  
February 22 Republicanism Ascendant: The Era of Good Feelings Rothman, Slave Country: American Expansion and the Origins of the Deep South, pgs 165-230  
February 24 Democratization: The White, Man’s, Republic American Yawp Primary Source Reader, Ch. 9 Democracy in America “Black Philadelphians Defend…”  
  
Week 7  
February 27 Democratization: The Market Revolution(s) SECONDARY SOURCE RESPONSE I DUE   
March 1 Democratization: The Second Great Awakening BB: Hatch, The Democratization of American Christianity  
March 3 Reform and Cultural Movements American Yawp Primary Source Reader, Ch. 10 Religion & Reform “David Walker’s Appeal to the Colored Citizens of the World”  
Week 8  
March 6 The Age of Jackson BB: Watson, Liberty and Power: The Politics of Jacksonian Politics, pgs 231-243  
March 8 The Age of Jackson, Part II BB: Watson, Liberty and Power: The Politics of Jacksonian Politics, pgs 244-254  
March 10 The Age of Jackson, Part III BB: BB: Meacham, The American Gospel: God, the Founding Fathers, and the Making of a Nation pgs. 109-113  
Week 9 March13 MID-TERM EXAM   
   
March 15 The Five Civilized Tribes & Removal American Yawp Primary Source Reader, Ch. 12 Manifest Destiny “Cherokee Petition  
Protesting Removal, 1836”  
March 17 Arkansas and the Southwest BB: Whayne, Arkansas: A Narrative History (pgs. 131-156)  
  
BB: Ozarks at Large, “When Political Feuds Turned Violent” (1:05-  
9:08  
Week 10  
March 20 NO CLASS – SPRING BREAK   
March 22 NO CLASS – SPRING BREAK   
March 24 NO CLASS – SPRING BREAK   
Week 11  
March 27 An Historians Toolbox: Library Research Day Meets in RM 102 (1st floor, Mullins Library)  
  
CLAIM TOPIC & AREA DUE   
March 29 Slavery & Anti-Slavery in the Atlantic World BB: Rugemer, The Problem of Emancipation: The Caribbean Roots of the American Civil War pgs. 1-16  
March 31 Who’s America?: Comanches, Mexicans, & Anglos BB: Hamalainen, The Comanche Empire pgs. 1- 17  
Week 12  
April 3 ANNOTATED BIBLIOGRAPHY DUE  
Who’s America?:   
  
   
 Comanches, Mexicans, & Anglos, Part II   
April 5 Martin “Van Ruin” and Tippecanoe & Tyler Too: Whigs vs Democrats Srebnick, The Mysterious Death of Mary Rogers pgs. xiii – 83  
April 7 U.S. Society in the 1840s: The “Old” South? BB: Johnson, Soul by Soul: Life Inside the Antebellum Slave  
Market  
  
American Yawp Primary Source Reader, Ch. 11 The Cotton Revolution “George Fitzhugh argues…  
Week 13  
April 10 U.S. Society in the 1840s: Urbanization Srebnick, The Mysterious Death of Mary Rogers pgs. 84-162  
April 12 U.S. Society in the 1840s: Expansion West, North or South? BB: May, Manifest Destiny's Underworld: Filibustering in Antebellum America  
April 14 Tyler, Texas, and “Mr. Polk’s War” SECONDARY SOURCE ANALYSIS II DUE   
Week 14  
April 17 The Mexican American War American Yawp Ch. 13 The Sectional Crisis “III. The Crisis Joined”  
April 19 Radical Reformers and Utopian Communities BB: DuBois, Feminism and Suffrage: The Emergence of an Independent Women's Movement in America pgs. 21-52  
April 21 The California Gold Rush: ‘48ers vs. ‘49ers PROSPECTUS DUE TBD  
Week 15  
April 24 The “Compromise” of 1850 & the “Irrepressible Conflict”? American Yawp Ch. 13 The Sectional Crisis, “IV. Free Soil, Free Labor, Free Men”  
April 26 Post-Truth & Fake News   
   
April 28 FINAL EXAM   
Week 16  
May 1 NO CLASS   
May 3 NO CLASS   
May 5 NO CLASS – DEAD DAY   
Final Exam: Research Paper DUE 5pm, Final Exam Day   
  
DISCLAIMER  
I reserve the right to make changes to this syllabus, including the schedule of assignments, readings, and lecture topics. Make careful note of any changes announced in class and via e-mail.

##### HIST 4133. Society and Gender in Modern Europe (Odd years, Sp). 3 Hours.

Changing values and attitudes toward childhood, family life, sexuality, and gender roles in Europe from the Renaissance to the present. The social impact of the Industrial Revolution, urbanization, demographic change, and the two world wars.

Syllabus

HIST 4133 Society and Gender in Modern Europe  
Prof. Richard Sonn  
TR, 9:30-10:45 AM, Old Main 206  
Office: 409 Old Main, 575-5707, rsonn@uark.edu  
Office hours: T, 11-11:30 AM, Th, 11-11:30 AM, 1-2:00 PM, and by appointment Spring, 2015  
  
Required readings:  
  
Natalie Davis, The Return of Martin Guerre  
AHR Forum: The Return of Martin Guerre, American Historical Review, June, 1988 Natalie Davis, “On the Lame,”  
Robert Finlay, “The Refashioning of Martin Guerre” (available on-line) Lawrence Stone, The Family, Sex, and Marriage in England, 1500-1800  
Anna Clark, Desire: A History of European Sexuality  
Judith Walkowitz, City of Dreadful Delight: Narratives of Sexual Danger in Late Victorian London  
Vera Brittain, Testament of Youth  
Richard Sonn, “Your body is yours:” Anarchism, Birth Control and Eugenics in Interwar France,”  
Journal of the History of Sexuality, 14, 4, October, 2005  
  
Week  
I Date  
Jan. 13  
Jan. 15 Topic  
Introduction: Sex and Gender Identity in Renaissance France Assignment  
  
Davis, (pp.) 1-50  
II Jan. 20 Peasants and Gender Identity Davis, 51-125  
 Jan. 22 Film: The Return of Martin Guerre   
III Jan. 27  
Jan. 29 AHR Forum: Finlay/Davis Debate Early Modern Demography Debate paper due  
Stone, 21-66  
IV Feb. 3  
Feb. 5 Family Structure, 1450-1700  
Family Structure, 1640-1800 Stone, 69-146  
Stone, 149-216  
V Feb. 10  
Feb. 12 Companionate Marriage Early Modern Sexuality Stone, 217-299  
Stone, 303-381  
VI Feb. 17  
Feb. 19 Early Modern Families Film: Dangerous Liaisons Papers due Stone, 382-428  
VII Feb. 24  
Feb. 26 Ancient Sexuality Medieval Sexuality Clark, chs. 1-3  
Clark, chs. 4, 5  
   
VIII March 3  
March 5 Early Modern Sexuality  
Mid-term Exam Clark, chs. 6, 7  
IX March 10  
March 12 Victorian Sexuality Film: A Doll’s House Clark, chs. 8, 9  
X March 17  
March 19 Victorian family Darkest London Readings: TBA Walkowitz, intro., ch. 1  
XI March 31  
April 2 Modern Babylon  
Men and Women’s Club Walkowitz, chs. 2, 3  
Walkowitz, chs. 4, 5  
XII April 7  
April 9 Jack the Ripper Victorian Homosexuality Walkowitz, chs. 6, 7, epilogue Film: Wilde  
XIII April 14  
April 16 The Femme Fatale World War I   
Brittain, intro, pp. 11-20, 91-104,  
 118-150, 164-168, 205-249, 281-292  
XIV April 21 World War I Brittain, 343-493  
 April 23 Eugenics and Birth Control Sonn, “Your Body is Yours”  
XV April 28  
April 30 Interwar Europe Postwar Europe Clark, chs. 10, 11  
Clark, ch. 12  
Final papers due  
  
Final Exam: Thursday, May 7, 8-10 AM  
  
This course in European social history will focus primarily on issues relating to gender, sexuality and family life from the Renaissance to the postwar era. We will include as much class discussion as possible, making it essential that you come to class having done the reading assignment for that day. My goals for the course are to deepen your understanding both of history and of gender relations. One of the major implications of gender theory is that gender is not primarily rooted in biology but rather in history; gender roles are historically conditioned, and thus change over time.  
  
Course assignments include two essays of 6-8 pages each, a shorter 3 page paper on the Martin Guerre debate, and essay format mid-term and final exams. For the Martin Guerre paper, you are to choose sides in the debate, and then argue why you think either Finlay or Davis is more convincing. The longer papers may be on any topic relevant to the course. The first paper should cover a topic in early modern Europe (up to 1800), the second a topic in late modern  
   
Europe (since 1800). You are encouraged to raise a question that intrigues you, and then answer it in the body of the paper. If sources are used outside of the class texts, you must cite those sources in a bibliography. You should also refer to sources in the body of the paper, either with footnotes or simple embedded citations, e.g. (Clark, p. 135). Then I can look at your bibliography to see to which Clark book you are referring. Please do not plagiarize, which means using other’s words as if they are your own. If I find out you have plagiarized your paper, you will fail the course, and you may face additional sanction. All assignments are due on the dates stipulated in the syllabus. The two longer papers, the mid-term and the final are each worth 20% of your grade; the Martin Guerre paper counts for 10%; class participation for 10%. All assignments are due on the dates specified on the syllabus.  
  
Here is the Academic Integrity statement of the university:  
  
“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”  
  
“Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at http://provost.uark.edu/ Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

##### HIST 4203. History of the Holocaust (Irregular). 3 Hours.

Examines the origins, history, and legacies of the European Holocaust. Traces the origins of anti-Semitism in Europe, the rise of Nazism in Germany, the path to genocide during World War II, and the role of victims, perpetrators, rescuers, and bystanders. Considers issues of memory and justice in the postwar era.

Syllabus

HIST 4203, The Holocaust  
  
T/R 3:30-4:45 PM, 340 Graduate Education  
  
Office: 409 Old Main, 575-5707, rsonn@uark.edu  
  
Office hours: T,R 11-11:30 AM, R, 2:00-3:00 PM and by appointment Prof. Richard Sonn  
Spring, 2015  
  
Required readings:  
  
Paul Johnson, A History of the Jews  
  
Deborah Dwork and Robert Jan van Pelt, Holocaust: A History  
  
Nechama Tec, Resilience and Courage: Women, Men and the Holocaust  
  
Christopher Browning, Ordinary Men: Reserve Battalion 101 and the Final Solution in Poland  
  
Primo Levi, Survival in Auschwitz  
  
Julian Jackson, France, The Dark Years, 1940-1944, Ch. 15, Vichy and the Jews (Blackboard)  
  
Week Date Assignment  
I Jan. 13 Introduction  
 Jan. 15 Film: The longest hatred: a history of antisemitism  
II Jan. 20 Johnson, Part Four: Ghetto, pp. 233-310  
 Jan. 22 Johnson, Part Five: Emancipation, pp. 311-340  
III Jan. 27 Johnson, Part Five: Dreyfus Affair, Zionism, pp. 341-402  
 Jan. 29 Johnson, Part Five: Jewish Modernist Culture, pp. 403-421  
IV Feb. 3 Johnson, Part Six: From WWI to the Rise of Hitler, pp. 423-481  
 Feb. 5 Film: Fiddler on the Roof  
 Prospectus due  
V Feb. 10 Dwork, Intro., Jews, Gentiles and Germans, chs. 1, 2  
   
 Feb. 12 Dwork, Nazis, chs. 3, 4  
 Guest lecture: Prof. Evan Bukey, German historian emeritus  
VI Feb. 17 Dwork, Refugees, chs. 5, 6  
 Feb. 19 Dwork, Total War, chs. 7, 8  
I Feb. 24 Dwork, Towards the “Final Solution,” chs. 9-10  
 Feb. 26 Dwork, Holocaust, chs. 11-12  
VIII March 3 Dwork, Concentration Camp World, chs. 13, 14, epilogue  
 March 5 Midterm Exam  
IX March 10 Browning, Ordinary Men, chs. 1-10  
 March 12 Browning, Social Psychology, chs. 11-18  
X March 17 Film: Defiance  
 March 19 Film: Defiance  
 Primary source papers due  
XI March 31 Tec. chs. 1, 2  
 April 2 Tec, chs. 3, 4  
XII April 7 Tec. chs. 5, 6  
 April 9 Tec, chs. 7, 8  
XIII April 14 Levi, pp. 9-108  
 April 16 Levi, pp. 109-187  
XIV April 21 Vichy France, Jackson, “Vichy France and the Jews” (Blackboard)  
 April 23 Film: “Weapons of the Spirit”  
 Historiographical papers due  
XV April 28 Johnson, Part Seven: Zion, pp. 519-559  
 April 30 Johnson, Part Seven: Zion, pp. 560-583  
  
Final exam: Tuesday, May 5, 3:15-5:15 PM  
   
Each student will choose a different topic at the beginning of the course, and will research and write two papers on the topic: a paper that identifies and interprets primary historical sources, and a historiographical essay. Each of you will present your research in a brief class presentation, which should last about ten minutes. These will be spread at appropriate times throughout the course. The list of topics is not exhaustive, and if there is something that particularly interests you which I have not included, feel free to suggest that topic to me as an alternative.  
  
1. How unique was German antisemitism?  
  
2. How unique was the German variant of fascism in interwar Europe?  
  
3. How did the Nazis approach women’s issues?  
  
4. Why did more Jews not leave Germany?  
  
5. How did American Jewish groups respond to Nazi antisemitism?  
  
6. How did the international community respond to Nazi violence in the 1930s?  
  
7. Why did ordinary people stand by and do nothing?  
  
8. Was the Wehrmacht culpable for German genocide?  
  
9. Why did the Nazis persecute homosexuals?  
  
10. What motivated the perpetrators?  
  
11. Did Hitler order the Holocaust?  
  
12. When did the Nazis decide to annihilate the Jews in Europe?  
  
13. What was the role of the Jewish councils in the ghettos?  
  
14. What role did medical professionals and eugenics play in German population policy?  
  
15. Were the Poles victims or perpetrators?  
  
16. Why did the Americans not stop the killing?  
  
17. In what ways did gender inform the Jewish experience in the camps?  
  
18. Was there a Jewish resistance?  
  
19. To what extent did Western Europeans intervene?  
  
20. What role did the clergy play?  
  
21. What did ordinary Germans know about the killing?  
  
22. How should we relate German suffering in the war with the genocide?  
   
23. What was the impact of the Eichmann trial?  
  
24. How complicit was Vichy France in the deportation of Jews?  
  
25. How did the Holocaust shape postwar France?  
  
26. How does the Holocaust compare to other examples of genocide?  
  
27. How should Germans commemorate the Holocaust? How have they?  
  
28. Were the Slavic peoples earmarked for the same fate as the Jews?  
  
29. How did Jewish experience differ in Western Europe as compared with Eastern Europe?  
  
30. To what degree was the state of Israel a result of the Holocaust?  
  
31. Was Zionism a response to antisemitism? Which Jews favored it, which rejected it?  
  
The required readings are available at the campus bookstore and also at the Dickson St. Bookstore.  
  
The U.S. Holocaust Memorial Museum has extensive resources on the Holocaust, including an array of primary sources such as interviews with Holocaust survivors. You are encouraged to peruse their website, www.ushmm.org.  
  
There will be two papers, one 5-7 pages in length and another 7-10 pages, and essay format mid-term and final exams. The papers and exams are each 20% of your grade, plus 10% for the oral presentation and 10% for class participation. For the prospectus, I would like a bibliography listing primary and secondary sources, though this does not need to be definitive. If you do include quotations in your papers, they should come only from primary sources. Among other things that will insure that you are not guilty of plagiarism, which means using someone else’s words as your own. Please do not plagiarize; doing so will mean failing the course, and other sanctions may ensue. Feel free to paraphrase secondary sources and then cite the appropriate source. Here is the Academic Integrity statement of the university:  
  
“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”  
  
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##### GEOS 4043. Geography of the Middle East (Fa). 3 Hours.

Physical and cultural landscapes, natural and cultural resources, art and architecture, land use, political history, OPEC, and current problems of North Africa and the Middle East region west of Afghanistan are discussed. Class participation, discussions, slides and films, and student presentations will round out the class. Prerequisite: Junior standing.

Syllabus

Geography of the MIDDLE EAST & NORTH AFRICA 2017 (GEOS 4043-4033H-5183)  
Class: Wednesday evenings 6:00-8:50pm with Dr. Tom Paradise (paradise@uark.edu), Office: Gearhart Hall 117  
 Office hours by appointment ONLY on Tuesday, Thursday 1-2pm, 4-5pm, or Wednesday 4-6pm.  
  
Any Atlas of the Middle East & North Africa (National Geographic, Rand McNally, etc.) is a valuable supplement. Required readings will be available on the class Blackboard, and may be on exams, so keep up on the readings.  
week / dates ………………………………………………………………………………………………………………………………………………………………………………………………………  
  
1 (23) Introductions, latitude & longitude, plate tectonics, climatic settings… 2 (30) Regional early Christian history…  
3 (6) Later Christianity and early history of Islam  
4 (13) AL-MAGHREB: Morocco, Algeria (ppt) FOOD  
5 (20) Tunisia, Libya (ppt)  
6 (27): Egypt (ppt) - - - - - - - - ------- ! TEST #1  
7 (04) FILM: the Battle for Algiers (film shown in class -- must attend/see)  
8 (11) LEVANT: Jordan (ppt)  
9 (18) Lebanon, Iraq, Syria (ppt) FOOD  
10 (25) Israel & Palestine (ppt)  
11 (01) TURKEY: (ppt) - - - - - - - - ------- ! TEST #2  
12 (08) ARABIA: Saudi Arabia, Yemen, Oman (OPEC & Petroleum Science)  
13 (15) ✔ emergency snow day  
14 (22) ✔ no class: Thanksgiving week  
15 (29) GULF TRUCIAL STATES: Kuwait, Bahrain, Qatar, U.A.E.  
16 (6) TRIVIA CONTEST (e.c.), and TEST (information from all classes and sources) - - - - - - - - ------- ! TEST #3  
………………………………………………………………………………………………………..……………………………………………………………………….  
Grading: \* 300pts total for undergraduates: three tests at 100 points each.  
\*\* 300pts total for honors students, and grad students with banquet credit, and a short group paper+presentation  
Each test is worth 100 points and will be based on ALL information presented in lectures, readings, maps, powerpoints, and maps, graphics etc up to that point. All information is ‘fair game’ on tests so take copious notes – this IS a 4000 level class. All tests are semi-cumulative and will consist of short answer, definitions, matching, dates, blank fill-in, short essays, and map identification. Though classroom attendance is not required, attendance may be taken arbitrarily. Test questions will come directly from lectures and readings, so understand that attendance does help. Borderline grades (i.e. 89%) may be ‘bumped up’ if you attended all classes.  
Each banquet is ungraded but required for each graduate and honors student to cook, participate, and explain. Once the meal is presented, all foods, recipes, and any related aspects of culture, custom, or ritual associated with each dish will be shared with the class; the banquet and presentation may not exceed 20 minutes! Make a special effort to create a regional banquet that is accurate, appropriate, and filling for all classmates. You will be required to write a short group paper (1-2 pages) of your menu, and it relationship to the region, culture, politics, natural resources, ethnic enclaves, and/or agriculture.  
Grading is simple and follows: A(>90), B(89-80), C(79-70), D(69-60), F(59 or less)  
   
Attendance is however, mandatory for the film showing of The Battle for Algiers, unless you’ve already seen it. Graduate students will have an additional short paper required that will be discussed with the professor in advance (4-6pp). A research paper related to the graduate student’s research agenda or interest is suggested. Citation formats for the paper should be conventional. This paper is required for graduate credit \*\*.  
  
BANQUET (honors and graduate credit): All honors and grad students must participate in the development, creation, and presentation of a regional banquet with food, and beverages presented to the class at the beginning of scheduled class time (see syllabus). We will set aside 20-30 minutes for each banquet. Additional cultural aspects like costumes, phrases, music, and art may be introduced as well but all aspects must be explained to the professor in advance to the class banquet. There must be enough food for each student in class, in addition to plates, forks, knives and cups. The accuracy and holistic nature of the banquet is crucial. Appropriateness of the recipes, ingredients, and regional fare will be evaluated. In addition, at the end of the semester (once the banquets have been presented), all students in class will rank the BEST banquets and that team will also received an additional 5 extra credit points -- so do your best and take this aspect of the class seriously. The class Blackboard has recipes, music, some clothes, and some visual aids to assist each banquet team, so talk to the instructor about your banquet presentation. Visual aids, maps, and recipes should/may be used in you presentation of the food to the class. A minimum of three courses is required – starters, entrée, and dessert.  
  
GRADUATE RECRUITMENT \*\*: For graduate credit, students are required to write a short, cited paper on some aspect of your graduate research, art & architecture, hazards & risk, costume & clothes, food & culture, sport & recreation, agriculture & resources etc. You will be graded on the total ‘package’ including writing style, illustrations, sources (quantity & quality). The paper’s text section must be at least 4-6+ pages in length with the text double-spaced (<12 point) and must contain at least TEN (10) different references (textbooks are not allowed) and only TWO (2) from the www unless important articles or government sites only (www.---.gov or www.---.org). The paper must contain at least ONE map of the location, 2-3 images or illustrations, one bibliography, and separate title page that are all in addition to the required 4-6+ pages of text. Do not make-up your own bibliographic style or points will be deducted! In-text references to ideas, quotes or concepts are required like… Smith (1993) or (Smith 1993). See instructor for information regarding in-text citations if you have not written such a paper before. Each misspelled word will lower your grade by 1%!  
  
Caveats, warnings, cautions, or admonitions:  
" There are NO make-up tests.  
" Attendance is not required but an attendance roll will be passed around at the beginning of class to sign-in. However, everything discussed in class is considered test material.  
" Entering the classroom late is considered rude by the instructor, the class, and most cultures on Earth.  
" Turn off all mobile phones during class time (or simply set them to vibrate for emergencies). No texting.  
" No phones or computer may be out during exams. They must be stowed away and out of sight.  
" No test reviews are provided since everything discussed in, or required for class is ‘examination-worthy’.  
" No one is exceptional, so don’t expect exceptions.  
  
Emergency Procedures:  
  
Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu. If the university is closed due to inclement weather, there will be NO CLASS (no need to email).  
  
During the event of SEVERE WEATHER during class time, follow the directions of the instructor or emergency personnel. Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside. If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building. Stay in the center of the room, away from exterior walls, windows, and doors.  
  
In case of VIOLENCE in the classroom (i.e. an active Shooter) " C-A-D-D:  
  
• CALL - 9-1-1  
• AVOID - If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.  
• DENY - Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it’s safe.  
• DEFEND - Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

##### GEOS 4243. Political Geography (Odd years, Fa). 3 Hours.

Contemporary world political problems in their geographic context. Development of the principles of political geography with emphasis upon the problems of Eastern Europe, Africa, and Southeast Asia. Prerequisite: Junior standing.

Syllabus

POLITICAL GEOGRAPHY  
GEOS 4243/5243 - Fall Semester 2017   
  
Instructor: Ted Holland Office: Gearhart 119  
Email: echollan@uark.edu Office Hours: TTh 11am-12pm or by appt.   
Phone: 479-575-6635  
  
Course Description:  
  
This course focuses on the international and cross-national perspectives of political geography. It deals with political, economic, and social aspects of international relations from a geographical perspective and examines societies in transition in the post-cold war and 9/11 world. As such, the course has an integrative character and requires basic knowledge of international affairs. Frequent reading of a substantive newspaper or magazine, such as The New York Times, The Guardian, Christian Science Monitor, the Economist or the BBC News webpage (http://www.bbc.co.uk/news) would help significantly to acquire (or further develop) knowledge of global locations and current events.   
  
The course is designed for the upper-division level. It surveys some important aspects of the discipline of political geography but does not engage in a systematic survey of regional issues and conflicts. Instead, contemporary developments in the world’s regions (especially the Balkans, the former Soviet Union, the Middle East, and Africa) are used to illustrate the concepts from the lectures and readings.  
  
Success is this course is a function of the well-proven formula: class attendance, staying current with the readings, and asking for help when needed. Using the lecture notes from the website is no substitute for class attendance. I will take attendance and you will be expected to have the reading concepts sheet completed before class. I may give small quizzes in order to assess students’ comprehension of reading material, especially if it clear that the readings are being ignored.   
  
Objectives and Outcomes:  
  
By the end of the course, students should be able to:  
• Discuss and explain the spatial components of political behavior.  
• Understand the concept of geopolitics and be able to apply it to contemporary global politics.   
• Write and participate in discussions about concepts in political geography.  
• Learn to work with academic journal articles and other analytical texts in producing their own research.  
  
Course Readings and Material:  
  
There is no textbook for this course. Readings consist of various text-like chapters and research articles, all of which are available on Blackboard.   
  
Evaluation:  
  
Exams are evenly divided between lecture and discussion materials using a mixed essay and short answer format. A supplemental review sheet of important concepts will be posted on the course website prior to exams. For the course research paper students are required to follow a specific framework by using a theory to explain/interpret a case study they have selected in consultation with the instructor. Because of this format, students will find that the research paper is different than papers they have submitted to other courses. I strongly recommend that students carefully adhere to the paper guidelines, which will be posted on the course webpage. Course grades are assigned based on: 25% midterm; 25% final examination; 30% term paper (including 5% for paper proposal); 20% discussion section based on attendance, participation, and performance. Course grades are determined as follows, based on 400 total points:  
 400-360 = A 359.9-320 = B 319.9-280 = C 279.9-240 = D 239.9-0 = F   
  
Course Schedule:  
  
In this course, we emphasize relative (and sometimes abstract) understandings of the spatial-temporal context within which political life unfolds. Major concepts and theories from the field of international relations are included in our critique of world politics alongside topics that anchor the discipline of political geography. The course is not purely theoretical, however, and our explicit goal is to tie theory to contemporary issues and case studies. The course material also does not center on a single world region. Instead, we follow a thematic approach: U.S. foreign policy, civil war in African states, political transformations in the former Soviet Union, and international political economy are all examples of topics covered in this course. Reversing the order of topics in the course for practical (many students write papers on nationalism topics) and pedagogical (more accessible and familiar material first) reasons, we begin by analyzing the reasons why “nationalisms” and civil wars seem to be booming, both literally and figuratively. Then we examine the “Third Wave of Democracy” and examine the recent developments in Russia, the Middle East, and Africa. After the midterm, we begin with a short review of “geopolitics” particularly as the field developed in the U.S. before and after the Cold War before we turn to a comprehensive framework for understanding contemporary global economic and political changes, known as “world-systems theory.” We then use this theory to understand contemporary changes in the world’s regions. Finally, we conclude with some considerations of how the political geography of the post 9/11 world might evolve.  
  
Week 1: Introduction to the course (Aug. 22)  
What is political geography? Illustration - War in Bosnia-Herzegovina (Aug. 24)   
• Reading: Broken Bosnia  
  
UNIT 1: NATIONALISM AND CONFLICTS  
  
Week 2: Theories of nationalism – non-geographic (Aug. 29)  
• Reading: Orwell Notes on Nationalism   
Territorial bases of nationalism (Aug. 31)  
• Reading: Taylor and Flint Nationalism   
  
Week 3: Ethno-territorialism in practice – the North and South Caucasus (Sept. 5)   
• Reading: Homeland Making  
Citizenship, identity and territory (Sept. 7)  
• Readings: Mapping Political Power; Ethnocracy  
  
Week 4: The Geographical Study of Conflict (Sept. 12)  
• Readings: Geography of Conflict; Collier Civil Wars   
Applications of theories of nationalism to conflicts (Sept. 14)  
• Reading: Anderson Imagined Communities   
  
Week 5: After the fighting stops – postwar outcomes (Sept. 19)  
• Reading: Zakaria Illiberal democracy   
US geopolitics and the Promotion of Democracy (Sept. 21)  
• Reading: Postconflict democracy   
  
Week 6: Global climate change – geopolitical implications (Sept. 26)  
• Readings: Geopolitics climate  
Climate change and conflict – is there a connection? (Sept. 28)  
• Readings: Climate conflict  
  
Week 7: Politics of failure in the Global South (Oct. 3)   
• Readings: Geography of Poverty; The Signer Solution  
Uneven Development and its political implications (Oct. 5)  
• Readings: Rescaling of Uneven Development  
  
Week 8: Review for the exam (Oct. 10)  
• Assignment: complete review sheet  
  
Midterm Exam: Thursday, October 12, 2017, 2:00-3:15pm. GEAR 105 or TBD  
  
UNIT 2: GEOPOLITICS AND THE WORLD-SYSTEM  
  
Week 9: Fall break – NO CLASS (Oct. 17)  
Classical geopolitics – “Family Tree” (Oct. 19)  
• Readings: Taylor and Flint Geopolitics 1 and Three Ages  
  
Week 10: Heartland theory and Eurasia (Oct. 24)   
• Reading: Taylor and Flint Geopolitics 2  
German (Nazi) geopolitics (Oct. 26)  
• Readings: German Geopolitics and New Age  
  
Week 11: Cold War US geopolitics (Oct. 31)  
• Reading: Crush Zone  
Post-9/11 American geopolitics (Nov. 2)  
• Readings: American Empire and The Jacksonian Tradition  
  
Week 12: Critical geopolitics (Nov. 7)  
• Readings: Pentagon’s New Map and Neoliberal Geopolitics   
US hegemony and local conflicts (Nov. 9)  
• Reading: Kaplan and Critics  
  
Week 13: The nature of territorial units in the future (Nov. 14)  
• Reading: Quasi-States   
The resolution of de facto states (Nov. 16)  
• Reading: Autonomy in Ajaria  
  
Week 14: World-Systems Theory – Wallerstein (Nov. 21)  
• Reading: World Systems  
Thanksgiving – NO CLASS (Nov. 23)  
Week 15: World-systems theory in practice (Nov. 28)  
• Reading: Conjunctures  
Alternatives to and critiques of World-System theory (Nov. 30)  
• Reading: World Systems (cont’d)  
  
Week 16: Graduate student presentations and critique (Dec. 5)  
• Reading: Graduate paper proposals   
Course conclusion and review (Dec. 7)  
  
Final Exam: Tuesday, December 12, 2017, 12:45-2:45pm. GEAR 105

##### GEOS 4693. Environmental Justice (Sp). 3 Hours.

This course deals with the ethical, environmental, legal, economic, and social implications of society's treatment of the poor, the disenfranchised, and minorities who live in the less desirable, deteriorating neighborhoods, communities, and niches of our country. The class integrates science with philosophy, politics, economics, policy, and law, drawing on award-winning films, current news, and case studies.

This course is cross-listed with [GEOS 4693H](https://catalog.uark.edu/search/?P=GEOS%204693H), [SUST 4693](https://catalog.uark.edu/search/?P=SUST%204693).

Syllabus

SUST/GEOS 4693: Environmental Justice  
 Tues 2:00 p.m. – 4:30 Old Main 0323  
 Prerequisites: Junior, Senior or Graduate Standing  
Instructor: Dr. Zola Moon  
  
Office: 203 HMGH Bldg., 520 N. Storer Avenue  
Telephone: (479) 575-5123  
Email: zmoon@uark.edu  
  
  
Office Hours: Tues 9:00 am to 11 a.m. at 203 HMGH  
 or by appointment  
  
 “For geography matters. The fact that processes take place over space, the facts of distance or closeness, of geographical variation between areas, of the individual character and meaning of specific places and regions – all these are essential to the operation of social processes themselves. Just as there are no purely spatial processes, neither are there any non-spatial social processes. Nothing much happens, bar angels dancing, on the head of a pin.” Doreen Massey  
  
“The combination of some data and an aching desire for an answer does not ensure that a reasonable answer can be extracted from a given body of data.” ~ John Tukey  
  
“I had three chairs in my house; one for solitude, two for friendship, three for society.” Henry David Thoreau  
  
“In a few decades, the relationship between the environment, resources and conflict may seem almost as obvious as the connection we see today between human rights, democracy, and peace.” Wangari Maathai  
  
“I was encouraged to believe that simple conformity results in stagnation for a society, and that American progress has been largely owing to the opportunity for experimentation, the leeway given initiative, and to a gusto and a freedom for chewing over odd ideas. I was taught that the American’s right to be a free individual, not at the mercy of the state, was hard-won and that its price was eternal vigilance, that I too would have to be vigilant.” Jane Jacobs  
  
Note: This is a living document and is subject to change. Changes to the readings might be made on the basis of the background of the students and the emergence of particular issues throughout the semester. The same is true for lecture and discussion topics.  
  
I. COURSE DESCRIPTION:  
  
The course examines the interplay between race, class, gender and geography in facing environmental problems in the US and around the world. The course provides a foundation for considering both the unequal distribution of environmental “goods” and the unequal exposure to environmental “bads” among different populations, examining a number of case studies and current research. The course will explore the roles of mainstream environmental movements and the emerging sustainability movement as they impact and interact with the environmental justice movement. Additionally, the course will consider the impacts of historic and current US policies and recent international agreements on climate change and climate change justice.   
  
II. REQUIRED MATERIALS  
  
The reading requirements will be bifurcated along lines of Undergraduate, Honors, and Masters. The primary readings for undergraduates will be:   
Klinenberg, Eric, Heat Wave: A Social Autopsy of Disaster in Chicago, 2nd edition. University of Chicago Press. ISBN-10: 022627618X, ISBN-13: 978-0226276182  
Walker, Environmental Justice: Concepts, Evidence, and Politics. Routledge. ISBN-10: 0415589746, ISBN-13: 978-0415589741  
Toxic Wastes and Race at Twenty, 1987-2007: A report prepared for the United Church of Christ Justice & Witness Ministries by Bullard et al. Online available at http://www.ucc.org/environmental-ministries\_toxic-waste-20  
Taylor, Dorceta. 2000. The Rise of the Environmental Justice Paradigm. American Behavioral Scientist 43(4):508-580. Found at http://webhost.bridgew.edu/ramey/www/g333pdf/TaylorEjustParadigmSocConstruction.pdf  
  
Additional selected readings may be assigned throughout the semester from the articles listed below for graduate students.  
  
For Honors students, an additional case study-based project will be assigned. This project will be negotiated between student and instructor and a written agreement developed by the third week of classes.  
  
The readings for Masters level students will be the same as above, articles assigned from the list below and one book (student’s choice) from those listed (or another with instructor approval) for which a critical written review will be assigned.  
  
Readings from  
  
Ado, Rhuks, Ed. Environmental Justice in Developing Countries: Perspectives from Africa and Asia-Pacific. Routledge. ISBN-10: 1138686840, ISBN-13: 978-1138686847 (you will want to rent this text – discuss with me before purchasing)  
  
  
Books for individual review paper:  
Agyeman, Julian. 2005. Sustainable Communities and the Challenge of Environmental Justice. Cambride, MA: MIT Press.   
Bullard, Robert D. 2000. Dumping in Dixie: Race, Class, and Environmental Quality. Boulder, CO: Westview.  
Freudenburg, William et al. 2011. Catastrophe in the Making: The Engineering of Katrina and the Disasters of Tomorrow. Island Press.  
Park, Lisa and David Pellow. 2013. The Slums of Aspen: Immigrants vs the Environment in America’s Eden. New York: New York University Press.  
Tierney, Kathleen. 2014. The Social Roots of Risk: Producing Disasters, Promoting Resilience. Stanford Business Books.  
  
Articles:  
Albrecht. S. L. 1995. Equity and Justice in Environmental Decision Making: A Proposed Research Agenda. Society and Natural Resources 8:67-72.  
Anderton, Douglas, Andy Andersen, John Oakes, and Michael Fraser. 1994. Environmental Equity: The Demographics of Dumping. Demography 31(2): 229-248.  
Andrew Szasz and Michael Meuser (1997) Environmental Inequalities: Literature Review and Proposals for New Directions in Research and Theory. Current Sociology 45:99-120.  
Bell, Shannon Elizabeth and Richard York. 2010. Community Economic Identity: The Coal Industry and Ideology Construction in West Virginia. Rural Sociology 75(1):111-143.  
Capek, S.M. 1993. The Environmental Justice Frame: A Conceptual Discussion and an Application. Social Problems 40:5-24.  
Cutter, S., Boruff, B., and Shirley, W. 2003. Social vulnerability to environmental hazards. Social Science Quarterly 84(2):252-261.  
Freudenburg, William R. 2005. Privileged Access, Privileged Accounts: Toward a Socially Structured Theory of Resources and Discourses. Social Forces 84(1):89-114.  
Fry, M., Briggle, A., and Kincaid, J. 2015. Fracking and environmental (in)justice in a Texas city. Ecological Economics 117:97-107  
Grineski, Sara E. and Timothy W. Collins. 2008. Exploring Patterns of Environmental Injustice in the Global South: Maquiladoras in Ciudad Juarez, Mexico. Population and Environment 29:247-270.  
Lagakos, Steven, Barbara J. Wessen and Marvin Zelen. 1986. An Analysis of Contaminated Well Water and Health Efforts in Woburn, Ma. Journal of the American Statistical Association 81(395): 583-596.  
Lynch, Barbara Deutsch. 1993. The Garden and the Sea: U.S. Latino Environmental Discourses and Mainstream Environmentalism. Current Sociology 40(1):108-124.  
Minkler, Meredith, V. B. Vasquez, M. Tajik, and D. Petersen. 2008. Promoting Environmental Justice through Community-Based Participatory Research: The Role of Community and Partnership Capacity. Health Education & Behavior 35(1): 119-137.  
Mohai, Paul and Robin Saha. 2015a. Which Came First, People or Pollution? A Review of Theory and Evidence from Longitudinal Environmental Justice Studies. Environmental Research Letters 10(12):online. DOI: http://dx.doi.org/10.1088/1748-9326/10/12/125011  
Mohai, Paul and Robin Saha. 2015b. Which Came First, People or Pollution? Assessing the Disparate Siting and Post-siting Demographic Change Hypotheses of Environmental Injustice. Environmental Research Letters 10(12):online. DOI: http://dx.doi.org/10.1088/1748-9326/10/12/115008  
Myers, Candice A., Tim Slack, and Joachim Singelmann. 2008. Social Vulnerability and Migration in the Wake of Disaster: the Case of Hurricanes Katrina and Andrew. Population and Environment 29:271-291.  
Norgaard, Kari Marie. 2006. People Want to Protect Themselves a Little Bit: Emotions, Denial and Social Movement Nonparticipation. Sociological Inquiry 73(3):372-396.  
Philip H. Pollock and Elliot M. Vittas (1995) Who Bears the Burdens of Environmental Pollution? Race, Ethnicity, and Environmental Equity in Florida. Social Science Quarterly 76(2):294-311.   
Pulido, Laura (2000). Rethinking Environmental Racism: White Privilege and Urban Development in Southern California. Annals of the Association of American Geographers 90(1):12-40.  
Samson, J. D. Berteaux, B. J. McGill and M. M. Humphries. 2011. Geographic Disparities and Moral Hazards in the Predicted Impacts of Climate Change on Human Populations. Global Ecology and Biogeography 2011:1-13. DOI: 10.1111/j.1466-8238.2010.00632.x  
Shanmugaratnam, N. 1989. Development and Environment: A View from the South, Race and Class 3:13-30.  
Tierney, Kathleen J. 1999. Toward a Critical Sociology of Risk. Sociological Forum 14(2): 215-242.   
Stable URL: http://0- www.jstor.org.library.uark.edu/stable/684794  
United Church of Christ. 1987. Toxic Wastes and Race in the United States: A National Report on the Racial and Socioeconomic Characteristics of Communities with Hazardous Waste Sites. New York: Commission for Racial Justice, United Church of Christ.  
  
III. COURSE OBJECTIVES  
  
Course objectives include but are not limited to:  
1. Understand social and institutional processes structuring the relationships between environmental access, hazards, risks and inequities in conjunction with race, class, gender, and geography  
2. Gain skills in critically evaluating and analyzing data on the distribution of environmental access, hazards, risk along with population characteristics and distributions  
3. Analyze case studies using the justice-evidence-process framework and identify differing frames and claims made by key stakeholders  
4. Identify and explain the theoretical approaches within sociology (functional, conflict, interactional/constructionist) as applied to environmental justice;  
5. Identify specific trends and issues regarding the “Environmental Movement”, the debate over global climate change, and the burgeoning sustainability movement with respect to environmental justice and the environmental justice movement  
6. Improve critical thinking, writing, and presentation skills  
  
IV. COURSE REQUIREMENTS/ASSIGNMENTS  
  
The course has four assessment elements: (1) six short written responses, (2) a written research or case study paper, (3) two exams: mid-term and final, and (4) class participation. A schedule of due dates for the assessments is posted on Blackboard and updated as needed.  
  
Details of each assessment:  
  
Written responses: Six short (1-2 page) written responses will be assigned. A writing prompt based on a selected reading and grading rubric will be provided.   
  
Written Paper: The paper will be either an empirical treatment of an issue concerning environmental justice, a critical review of a particular environmental justice issue, or scholarly presentation of case study. Choice of paper will be negotiated between student and instructor. A two-page topic proposal must be submitted by February 14. The paper proposal must include an outline of the contents of the paper. The final paper will be due the last day of class by 5:00 p.m. Please note that recycled (used in other courses) papers are not acceptable. The paper should be original.  
  
Exams: The two exams will be based on assigned readings.  
  
Class Participation: Debate, discussion and participation are important elements in this class; the issues addressed by environmental justice necessitate thoughtful, critical-minded, informed exchange. However, it is understood that some people are less comfortable in group discussions while others are overly comfortable. Participation may include both verbal and written participation.  
  
COURSE BLACKBOARD LOGIN:  
https://learn.uark.edu/webapps/login/  
  
Materials for this course including syllabus, announcements, exams, and so forth can be found through Blackboard via the above link. All students must have a functioning University of Arkansas gmail account, be able to access Blackboard via the University of Arkansas computing network, and understand how to properly submit assignments via Blackboard. I communicate frequently through Blackboard and email lists on Blackboard.  
  
All materials posted   
  
Important: Blackboard will be used for class announcements, submission of all assignments and for updates to the syllabus, due dates and changes in lecture schedule and reading assignments.  
  
  
V. GRADING SCALE

100-90 A  
80-89 B  
70-79 C  
60-69 D  
00-59 F  
  
  
The weightings of assessments for point are as follows   
For undergraduates:  
2 Exams 200 points 20%  
Short writing assignments 300 points 30%  
Paper Project 350 points 35%  
Class Participation 150 points 15%  
Total points 1,000 points 100%  
  
For Honors undergraduates:  
2 Exams 200 points 16.7%  
Short writing assignments 300 points 25.0%  
Paper Project 350 points 29.2%  
Class Participation 150 points 12.5%  
Honors Project 200 points 16.7%  
Total points 1,200 points 100%  
  
For graduate students:  
2 Exams 200 points 16.7%  
Short writing assignments 300 points 25.0%  
Paper Project 350 points 29.2%  
Class Participation 150 points 12.5%  
Book review 200 points 16.7%  
Total points 1,200 points 100%  
  
Note that graduate students in the class will be held to a writing standard that is comparable to that of a Master’s thesis or PhD dissertation.  
  
VI. ATTENDANCE/PARTICIPATION POLICY  
  
Class attendance is required. In-class activities, debates and discussions will be held and for which participation will be graded. An unexcused absence during one of these in-class activities will result in a lowered participation grade. You are granted 3 absences without documentation or penalty but beyond that, written documentation will be required (for example, doctor’s note) to prevent assessment of a penalty.  
  
VII. CLASS POLICIES  
  
 A) Late assignments  
 Late assignments will not be accepted.  
  
 B) Make ups for exams  
 Unless it is an excused absence, no make-ups will be arranged. If the absence is excused, a make up exam will be arranged as soon as possible after the original date for the exam.  
  
 C) Academic integrity  
“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at http://provost.uark.edu/245.php. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”  
  
D) Emergency procedures  
Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at emergency.uark.edu.   
  
Severe Weather (Tornado Warning):  
• Follow the directions of the instructor or emergency personnel  
• Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside  
• If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building  
• Stay in the center of the room, away from exterior walls, windows, and doors  
Violence / Active Shooter (CADD):  
 CALL- 9-1-1  
 AVOID- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.  
 DENY- Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it’s safe.   
 DEFEND- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.  
  
E) Weather and Religious Holidays  
Even in inclement weather, our class may NOT be cancelled. Listen to what the University is planning to do. If there is no official announcement, we are likely to have class. You should expect that we would always have this class unless you hear from me differently (another reason to check/read your email). I will send an email to the class by 10:00 a.m. to let you know if there is some reason to operate against the above-mentioned policies. Please use your best judgment before getting on the road. Students who live far from campus will have the opportunity to make up missed work. However, in order to receive full credit on assignments, submissions must be uploaded to blackboard according to the schedule provided.   
  
Most Christian religious holidays are reflected in the organization of our academic calendar, holidays of other religious groups are not. If you need to be excused from class for religious reasons, you are expected to provide me a schedule of religious holidays that you intend to observe (and miss class) in writing during the first week of class.

**HIST 4583. Arkansas in the Nation (Sp). 3 Hours.**

Designed to provide advanced undergraduate and graduate students with a comprehensive understanding of the full sweep of Arkansas history. The focus will be on social, economic and political history, and historiography.

**HIST 4583: Arkansas and the Nation**

Professor Michael Pierce 508 Old Main

575-6760

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

Office hours: Tuesdays and Thursdays from 10:00 until 11:00 and by appointment

**Course Description:**

Arkansas and the Nation traces the political, social, and cultural history of Arkansas from its first human settlement through the modern era. It also attempts to locate the state’s development within broader regional and national contexts. This course is designed for history majors and future secondary education social studies teachers. Elementary education majors are encouraged to enroll in History 3383.

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

**Books:**

Jeannie Whayne et al., *Arkansas: A Narrative History*, second edition Ken Barnes, *Anti-Catholicism in Arkansas*

**Disclaimer:**

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

**Attendance and Participation:**

Students are expected to be in class and prepared every morning. Twenty percent of your final grade will be based on participation in class discussions (especially those on Fridays). Simply showing up to class will not suffice. Students must be prepared to discuss the material and participate in class discussions in a *thoughtful* manner.

**Inclement Weather Policy:**

If the University stops running the Razorback Bus System because of snow or bad weather, there will be no class. Do not call the History Department office to see if class is meeting.

**Enrollment:**

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

**Exams:**

Undergraduates will have a midterm and a comprehensive final. Each will consist of an identification section and an essay question. No make-ups will be given for unexcused absences. All make ups must be taken within three days of the exam date, unless an excused illness prevents it.

**Grading for Undergraduates:**

Primary Source Analysis (September 29): 15%

Midterm (October 6): 20%

Research Project (December 8; Dead Day): 25%

Final exam (Wednesday, December 12 @ 10:15 am): 20% Participation (may include impromptu quizzes): 20%

**Grading for Graduate Students:**

Three historiographic papers @ 25% a piece: 75% Participation: 25%

**Grade Grievances:**

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

**Further Notes:**

Students with disabilities and those for whom English is a second language should inform me as soon as possible.

Do not arrive late.

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

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

Students are expected to familiarize themselves with, and abide by, the university’s policy on academic honesty ([http://provost.uark.edu/).](http://provost.uark.edu/)) Students who try to pass off other people’s

words or ideas as their own will be found out. All cases of suspected plagiarism will turned into University authorities who will determine guilt. I will recommend that those who are judged guilty receive a failing grade for the course.

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

Since the Arkansas State Police have not begun the training necessary under Act 542, students are not allowed to carry concealed guns in the classroom or anywhere across campus.

**Emergency Procedures:**

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

**Severe Weather (Tornado Warning):**

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

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

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

**Primary Source Analysis (Due September 29):**

For this short paper (no more than 6 typed, double spaced pages), students are to use this

document—[**http://www.encyclopediaofarkansas.net/encyclopedia/media-**](http://www.encyclopediaofarkansas.net/encyclopedia/media-) **detail.aspx?mediaID=7352—**to evaluate the oft-repeated argument that a desire for “states’ rights” prompted Arkansas to leave the union. This paper cannot under any circumstances be turned in late without prior approval of the instructor. Students will be discussing their findings in class on the due date, and those turning in a late paper would have a substantial advantage over other students.

More information about this paper will be given in class.

**Undergraduate Paper (Due on Dead Day):**

Students are to choose a campaign for the U.S. Senate (1916-2000) and write an original research paper explaining the issues involved and why one candidate emerged as the winner. For this paper, you are to limit your source base to published newspapers. The *Arkansas Gazette* and the *Arkansas Democrat* will be most helpful, but others should be consulted. These newspapers can be found on microfilm in Mullins Library.

The paper should be between 12 and 15 typed pages. More information will be given in class.

**Final Exam:**

The final exam for undergraduates will be December 18 at 8:00 A.M. Do not book a flight before that time if you want to receive credit for this class.

**Graduate Student Papers:**

Graduate students are required to write three historiography papers of eight to ten pages apiece. Each paper will cover three or four books, and students are to consult with the instructor before starting the papers.

**Schedule of Lectures and Readings Week One: Whayne et al., Chapters 1, 2**

August 21—Introduction August 23—Prehistory

August 25—Spain in the New World and Mississippi Valley

**Week Two: Whayne et al., Chapter 3**

August 28—The French in the New World and Mississippi Valley August 30— Louisiana Purchase

September 1—**Reading, document, *The La Salle Expedition to Texas: The Journal of Henri Joutel, 1684-1687* (Austin: Texas Historical Association, 1998), pp. 251-281. (distributed at a later date)**

**Week Three; Whayne et al., Chapters 4-5**

September 4—Labor Day

September 6— American Takeover of Arkansas

September 8—**Readings, Morris Arnold, “Barthelemy Dit Chariot, A Colonial Arkansas Metis and Voyageur,” *Arkansas Historical Quarterly* 74 (Spring 2015): 1-17** ([www.jstor.org.library.uark.edu/stable/24477497](http://www.jstor.org.library.uark.edu/stable/24477497) ) and **Sonia Toudji, “The Happiest Consequences”: Sexual Unions and Frontier Survival at Arkansas Post,” *Arkansas Historical Quarterly* 70 (Spring 2011): 45-56** ( <http://0-www.jstor.org.library.uark.edu/stable/23046535>)

**Week Four; Whayne et al., Chapter 6**

September 11—American Takeover September 13— The Rise of the Planter Elite

September 15— **Reading, Elliott West, “Lewis and Clark: Kidnappers,” in *A Whole Country in Commotion: The Louisiana Purchase and the American Southwest*, ed. Patrick Williams et al. (Fayetteville: University of Arkansas Press, 2005), 3-20. (distributed at a later date)**

**Week Five; Whayne et al., Chapters 7, 8** September 18—Statehood September 20— Slavery in Arkansas

September 23—**Reading, Kelly Houston Jones, “‘A Rough, Saucy Set of Hands to Manage’: Slave Resistance in Arkansas,” *Arkansas Historical Quarterly* 71 (Spring 2012): 1-21. (**[www.jstor.org.library.uark.edu/stable/23187813](http://www.jstor.org.library.uark.edu/stable/23187813) **)**

**Week Six; Whayne et al., Chapter 9**

September 25— Economic Development September 27—The Sectional Crisis

September 29—Arkansas’s Secession; Primary Document Analysis Due. **Reading, document: “Resolutions Passed by the People of Arkansas on the 20th day of March, 1861” (**[**http://www.encyclopediaofarkansas.net/encyclopedia/media-detail.aspx?mediaID=7352)**](http://www.encyclopediaofarkansas.net/encyclopedia/media-detail.aspx?mediaID=7352))

**Week Seven; Whayne et al., Chapter 10**

October 2—Arkansas at War

October 4—From Pea Ridge to Helena October 6—**Midterm Exam**

**Week Eight; Whayne et al., Chapter 11**

October 9—Reconstruction

October 11—Redemption and the Emergence of Jim Crow

October 13— **Reading, Story Matkin-Rawn, “’The Great Negro State of the Country’: Arkansas’s Reconstruction and the Other Great Migration,” *Arkansas Historical Quarterly* 72 (Spring 2013): 1-41** ([www.jstor.org.library.uark.edu/stable/24477528](http://www.jstor.org.library.uark.edu/stable/24477528) )**.**

**Week Nine; Whayne et al., Chapter 12**

October 16—Fall Break

October 18—Black Life during Jim Crow

October 20—Progressivism; **Reading, James F. Willis, “Lewis Rhoton and the Boodlers,”**

***Arkansas Historical Quarterly* 76 (Summer 2017): 95-124. (distributed later)**

**Week Ten; Whayne et al., Chapter 13**

October 23-- The KKK in a Changing World October 25—The Flood of 1927

October 27—**Reading Ken Barnes’ *Anti-Catholicism in Arkansas***

**Week Eleven**

October 30—Depression Comes to Arkansas November 1—New Deal Comes to Arkansas

November 3—**Reading, Elizabeth Payne, “The Lady Was a Sharecropper: Myrtle Lawrence and the Southern Tenant Farmers’ Union,” *Southern Cultures* 4 (1998): 5-27. (**[**http://muse.jhu.edu/journals/scu/summary/v004/4.2.payne.html**](http://muse.jhu.edu/journals/scu/summary/v004/4.2.payne.html) **)**

**Week Twelve; Whayne et al., Chapter 14**

November 6—World War II and the Growth of Industrial Arkansas November 8—Sid McMath and the Politics of Class and Race

November 10—**Reading, V. O. Key, “Arkansas” in Key, *Southern Politics in State and Nation* (New York: Knopf, 1949), 183-204. Also document, Carl Bailey to Bill Fulbright, October 23, 1943. (Distributed later).**

**Week Thirteen; Whayne et al., Chapter 15**

November 13—School Desegregation and Massive Resistance in Arkansas November 15—Little Rock Crisis and the Politics of Orval Faubus;

November 17—**Reading, Ben Johnson III, “After 1957: Resisting Integration in Little Rock,”**

***Arkansas Historical Quarterly* 64 (Summer2007): 258-283. (**[**http://www.jstor.org/stable/40018702**](http://www.jstor.org/stable/40018702) **)**

**Week Fourteen; Whayne et al., Chapter 16**

November 20—Blacks, Labor, and the Remaking of Arkansas Politics November 22—Thanksgiving Break

November 25—Thanksgiving Break

**Week Fifteen**

November 27—Bumpers, Pryor, and Clinton—Arkansas Moderation in a Conservative Age November 29—Economic Miracle of Northwest Arkansas

December 1—**Reading, Bethany E. Moreton, “It Came From Bentonville: The Agrarian Roots of Wal-Mart Culure,” in *Wal-Mart: The Face of Twenty-First-Century Capitalism*, ed. Nelson Lichtenstein (New York: New Press, 2008), 57-82 (distributed later).**

**Week Sixteen; Whayne et al., Chapter 17**

December 4-- From Red to Blue—Rise of the Republican Party December 6—TBA

December 8—Dead Day. **Research Papers due.**

Final—Wednesday, December 13 at 10:15 A.M.

**HIST 3383. Arkansas and the Southwest (Sp, Fa). 3 Hours.**

Political, economic, social, and cultural development of Arkansas from the coming of the Indian to the 20th century, with special emphasis on Arkansas as a national and regional component.

**History 3383 Section 16 Arkansas and the Southwest MTWThF 11:00-12:30**

**204 Old Main (MAIN)**

**Instructor Contact Information**

Dr. Benjamin Purvis Phone: 575-5892

Office: 415 Old Main Email: [bpurvis@uark.edu](mailto:bpurvis@uark.edu) Office Hours: 10:00-10:45 a.m., 12:30-1:00 M-Th, & By Appointment

**Course Description**

The course will focus on the history of Arkansas from human settlement through the twentieth century. We will follow the political, economic, social, and cultural developments of the state, within a regional and national context. After completing the course students should have a thorough understanding of Arkansas history and increased analytical skills.

**Textbook**

Jeannie M. Whayne, et al. *Arkansas: A Narrative History*. 2nd Edition. ISBN: 978-1-55728- 993-3.

**Assigned Articles**

All assigned articles can be found on the Blackboard course page under the Content tab.

**Grade Scale**

Mid-term Exam – 100 points A = 500-450

Final Exam – 100 points B = 449-400

Quizzes (7) – 70 points C = 399-350

Paper – 150 points D = 349-300

Participation Points – 80 points F = 299-0

**Description of Assignments and Grade Scale**

Students will take a Midterm Exam and a Final Exam. The exams will cover information from lecture, assisnged readings, and in-classs discussions. Both exams will consist of a short answer section and one essay response.

During the course of the semester, nine in-class quizzes will be given. Quizzes will be based on information from assigned readings and lecture. The two lowest quiz scores achieved will be dropped, so that students will be graded on their seven highest quiz scores.

A 5-10 page paper will be due Wednesday, August 2nd. Students should determine a research question and a list of sources by Monday, July 10th. All papers should include at least three primary sources and three secondary sources. The following link will help you

find materials to use in your research paper: <http://uark.libguides.com/ArkansasHistory>. Additional information will be provided in class and on Blackboard.

Students will earn Participation points through actively engaging in classroom discussion and attending class. Each absence from class will result in a one point deduction from the student’s Participation Points. The following rubric will be used to evaluate in- class Participation.

A = The student attends class regularly, makes frequent comments that advance the conversation, and demonstrates a deep-reading and understanding of the material (both reading materials and course materials).

B = The student attends class regularly, shows that they have read the material, speaks sporadically, and somewhat advances the conversation.

C = The student attends class regularly, speaks infrequently, contributes somewhat to class discussion, but does not advance the conversation or does not demonstrate familiarity with the readings and lecture material.

D = The student attends class irregularly, makes infrequent contributions that lack substance, engages course topics at a surface level, repeats information provided by other classmates, makes off-topic remarks, and does not demonstrate that they have read the material.

F = The student infrequently attends class, does not engage in course discussion, and demonstrates no knowledge of class topics.

Only students with an excused absence will be allowed to make up missed assignments (More information concerning excused absences is provided in the next section of the syllabus). All late quizzes or exams must be made up within one day of the student’s return to class. No late work will be accepted after one week. An Incomplete grade will only be given in the most extreme circumstances when a student has a legitimate issue that prevents them from completing course work.

**Classroom policies**

Students are required to attend class and to actively participate in all learning opportunities and assignments offered in this class. Students who attend class and participate, do better and get more from the course. If you must leave class early one day, please let the instructor know before class starts.

Excused absences will be granted only to students with legitimate paperwork, i.e. a doctor’s note, official notice from a University department or office, documentation of jury duty, etc. If a student is granted an excused absence, it is their responsibility to speak with the Instructor to make-up missed assignments.

No electronic devises, including cell phones and lap top computers, are allowed in class. Disruptive behavior – including cell phone usage, talking with classmates, talking while others are speaking, showing disrespect to fellow students or the Instructor, etc. – is not allowed. If a student is disruptive they will be asked to leave class and will be counted absent.

**Academic Honesty**

University policy declares,

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

*Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at honesty.uark.edu/policy. Students*

*with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.*

For this course, students are expected to do their own work. Any student who commits plagiarism – using another person’s words without giving them credit through citation – or who copies another student’s work will face penalities from the Academic Integrity Board. More information is provided at <http://honesty.uark.edu/>.

**Course Communication**

All students who have questions or concerns about the course should contact the instructor. I am available during office hours (see above), during another mutually agreed upon time, and through my email (bpurvis@uark.edu). All email communication will take place through uark accounts, so please keep your account in working order. I check email during standard weekday working hours, but intermittently thereafter. Please plan accordingly. Do not email me in same style as a text message to one of your friends. Please include your name in all emails, a greeting (Dear or Hello Dr. Purvis), and use formal grammar, capitalization, and spelling. Consider email communication with me to be preparation for your professional careers.

**Disability Services**

It is the policy of the University of Arkansas to provide equal access and opportunity to qualified persons with disabilities in compliance with federal law. University of Arkansas students with disabilities should contact the University of Arkansas’ Center for Educational Access (CEA) to register and request accommodations needed for equal access to the University’s educational programs. Please call (479) 575-3104 or go to [http://cea.uark.edu/.](http://cea.uark.edu/) Once you contact the CEA and they contact me, I will be happy to make accommodations.

**Inclement Weather Policy**

Class will be cancelled only when the University closes. When the school remains open after inclement weather, each individual should make every effort to attend class **within the bounds of personal safety**. For more information about class cancellations, visit <http://emergency.uark.edu/>.

**Emergency Information**

Emergency information, concerning severe weather, fire, and active shooters, can be found at <http://emergency.uark.edu/>.

**Course Schedule**

Day 1: Monday, July 3 Introduction

Arkansas: The Land & Its People Reading: Textbook, Chapter 1

Day 2: Tuesday, July 4

**No Class**

Day 3: Wednesday, July 5 First Arkansans

Reading: Textbook, Chapter 2

Day 4: Thursday, July 6

Spanish & French Explorations & Native Americans Reading: Textbook, Chapter 3-4

Joseph P. Key, “The Calumet and the Cross: Religious Encounters in the Lower Mississippi Valley,” *The Arkansas Historical Quarterly* 61 (Summer 2002): 152-168.

**\*\*\* All assigned articles can be found on the Blackboard course page.\*\*\***

Day 5: Friday, July 7 Colonial Encounters

Reading: Textbook, Chapter 5

Sonia Toudji, “‘The Happiest Consequences’: Sexual Unions and Frontier Survival at Arkansas Post,” *The Arkansas Historical Quarterly* 70 (Spring 2011): 45-56.

Day 6: Monday, July 10 **Paper Proposal Due** The Path to Statehood

Reading: Textbook, Chapter 6

Day 7: Tuesday, July 11 Early Statehood

Reading: Textbook, Chapter 7

Day 8: Wednesday, July 12 The Antebellum Era

Reading: Textbook, Chapter 8

Kelly Houston Jones, “A Rough, Saucey Set of Hands to Manage”: Slave Resistance in Arkansas,” *The Arkansas Historical Quarterly* 71 (Spring 2012): 1-21.

Day 9: Thursday, July 13 The Civil War

Reading: Textbook, Chapter 9

“Resolutions Passed by the People of Arkansas on the 20th day of March, 1861”

Day 10: Friday, July 14 The Civil War continued

Reading: Gregory J. W. Urwin, “Poison Spring and Jenkins’ Ferry: Racial Atrocities during the Camden Expedition,” in “*All Cut to Pieces and Gone to Hell”: The Civil War, Race Relations, and the Battle of Poison Springs* ed. Mark Christ (Little Rock: August House, 2003), 107-137.

Day 11: Monday, July 17 Reconstruction

Reading: Textbook, Chapter 10

Day 12: Tuesday, July 18 The New South

Reading: Textbook, Chapter 11

Day 13: Wednesday, July 19 New South continued

Reading: Story Matkin-Rawn, “‘The Great Negro State of the Country’: Arkansas’s Reconstruction and the Other Great Migration,” *The Arkansas Historical Quarterly* 72 (Spring 2013): 1-41.

Matthew Hild, “Labor, Third-Party Politics, and New South Democracy in Arkansas, 1884-1896,” *The Arkansas Historical Quarterly* 63 (Spring 2004): 24-43.

Day 14: Thursday, July 20

**Midterm Exam**

Day 15: Friday, July 21 The Progressive Era

Reading: Textbook, Chapter 12

C. Fred Williams, “The Bear State Image: Arkansas in the Nineteenth Century.” *The Arkansas Historical Quarterly* 39 (Summer 1980): 99-111.

Day 16: Monday, July 24

Hard Times: Natural Disasters & the Great Depression Reading: Textbook, Chapter 13

Jeannie M. Whayne, “Low Villains and Wickedness in High Places: Race and Class in the Elaine Race Riots,” *The Arkansas Historical Quarterly* 58 (Autumn 1999): 285- 313.

Day 17: Tuesday, July 25

World War II and Post-war, 1940-54 Reading: Textbook, Chapter 14

Day 18: Wednesday, July 26

World War II and Post-war, 1940-54 continued

Day 19: Thursday, July 27 Changes, 1954-1970

Reading: Textbook, Chapter 15

Day 20: Friday, July 28 Changes, 1954-1970 continued

Reading: Ben Johnson III, “After 1957: Resisting Integration in Little Rock,” *The Arkansas Historical Quarterly* 64 (Summer 2007): 258-283.

Day 21: Monday, July 31 Sunbelt Arkansas, 1970-92

Reading: Textbook, Chapter 16

Day 22: Tuesday, August 1

Sunbelt Arkansas, 1970-92 continued

Reading: John A. Kirk, “‘A Study in Second Class Citizenship’: Race, Urban Development, and Little Rock's Gillam Park, 1934-2004,” *The Arkansas Historical Quarterly* 64 (Autumn 2005): 262-286.

Day 23: Wednesday, August 2

**Research Paper Due**

Recent Arkansas

Reading: Textbook, Chapter 17

Day 24: Thursday, August 3 Paper Presentations

Final Exam Review

Day 25: Friday, August 4

**Final Exam: 11:00 a.m.-12:30 p.m. in Room 204 Old Main**

**\*\*\*\*Course schedule and due dates are subject to change with advanced notice from the Instructor.\*\*\*\***

**ECON 3063. Economics for Secondary Educators (Irregular). 3 Hours.**

Economics for Secondary Educators teaches basic economics understandings equipping students to make sound economics decisions as consumers, investors, voters and savers. Lessons and activities appropriate for secondary classes will be demonstrated. The course will survey materials available for government, economics, world and U.S. history, environmental science, language arts, business education, personal finance and entrepreneurship classes. Walton College majors are not eligible to register for the course. No degree credit for Walton College majors. Recommended to be completed in the fall semester of junior year. Prerequisite: 40 hours of completed course work.

**Econ 3063: Economics for Secondary Teachers**

|  |
| --- |
| **Date & Time**  **Location** |

**Course Instructor:** Dr. Rita Littrell,

Director of the Bessie B. Moore Center for Economic Education;

Assistant Professor, Department of Economics

**Office:** Bessie B. Moore Center for Economic Education

540 Willard J Walker Hall (Einstein Bagels)

University of Arkansas

Fayetteville, AR 72701

**Phone:** 575-2855

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

**Office Hours:** Tuesday & Thursday 11:00 – 12:00 & 2:00 – 2:30; Other times by appointment. ***Please ask* *or email*** address above. Communication can make the class much better for both of us. In email heading please label Econ Class – then topic such as appointment, syllabus question, etc.

**Course Rationale and Purpose:**

This course is designed to:

• teach economic concepts;

• demonstrate effective techniques for teaching these concepts to your future students;

• familiarize you with national economics standards and Arkansas social studies frameworks; and

• teach you to locate, evaluate, and select appropriate economics activities given local and state curricular needs.

By increasing your understanding of economics, you will be able to make better personal and societal decisions. You will also be able to transfer these skills to the students you teach. Class activities will familiarize you with activity-based materials and methods for teaching these understandings to your students. As a requirement for the class, you will teach economics to secondary students.

**Course Objectives:**

Participation in this course will lead you to:

1. Understand basic economic concepts and their application to your daily life and to the secondary school curriculum.

2. Become familiar with methods and materials for teaching economic concepts to secondary students.

3. Develop teaching ideas appropriate for integrating economics into the secondary school curriculum.

4. Appreciate the role of economic education in preparing students to live in our modern world.

**Course Requirements:**

1. Regular attendance and participation in all class activities. There is a strong positive correlation between attendance and good grades.

2. Completion of weekly mastery learning exams over economic content.

3. Successful completion of an economics teaching activity in secondary classroom; a written reflection paper on the experience; and an oral presentation sharing the results of the experience.

1. Completion of homework assignments and readings.
2. Completion of electronic notebook of class materials.

**Texts and Other Materials:**

The texts and materials for the class are:

• ***Explorations in Economics –*** by Krueger and Anderson

• **Voluntary National Content Standards in Economics**, Council for Economic Education, 1140 Avenue of the Americas, New York, NY 10036. This publication can be located on the Internet at > <http://councilforeconed.org/ea/standards> at no charge to you.

Students will become familiar with economic education materials by reviewing curricula and media in the **Bessie Moore Center for Economic Education library in WJWH 517**. You will also become familiar with lessons on the Internet. Some of these curricula will be introduced in class. Others will be discovered through assignments.

**Class Procedures:**

**Lectures & Discussion:** We will be practicing a flipped class. Under this concept, you will complete reading assignments and preparatory activities before or after class. We will then use that material along with your thoughts or experiences to complement the activities we will do in class. A part of class will be devoted to mini-lectures and discussions. The purpose of the lectures is to introduce major economic concepts; to supplement, clarify, and expand the reading assignments; and to connect the new learning to the secondary classroom and to your daily lives. To gain the greatest benefit from the discussions and the class activities, you must complete the reading assignments before the class session except when otherwise specified. Class attendance and participation is very important since activities will emphasize and reinforce the most important concepts. Test questions will come from class material and the text.

**Activities:** The remainder of our class time will be filled with activities that teach and reinforce the economic concepts being learned and model strategies for teaching economics to your future students. These activities will help to give you a more in-depth understanding of economics and how to teach it. Discussion of a wide array of curricula for teaching economics will be incorporated on a daily basis. Guest speakers will be invited to connect content specific information to the real world of work or to share experiences teaching economics. Students in the class will teach some mini-lessons so you can learn what is important for selecting good lessons on economics.

**Missed Classes and Make-up work:**

*A daily agenda is posted to Blackboard after each class. Check here for specific information about what we do in class. In addition, there will be a folder for the week on Blackboard with the materials covered in class including PowerPoints and lessons.* All in-class activity grades will be forfeited if class is missed – no exceptions. Assignments must be submitted by the beginning of class (or when called for by instructor) for full points. *Ten points will be deducted for each day an assignment is late – including weekends. Ten points will be deducted if not submitted in class.* Make-up assignments are only allowed for pre-approved absences for students who attend regularly. **Most class activities and assignments will be posted on Blackboard.** Please check Blackboard or call a friend to find out what you missed. If you submit an assignment via email, it is your responsibility to watch Blackboard for grade posting. You have two days to let me know if your grade is not posted once the grade column appears.

**Class Components**

The following components will be used to determine your grade.

**Economic Content:**

**Examinations:** Exams will be given each weekend on Blackboard. They are mastery exams and will cover the text and content from class activities. There will be **no make-up exams** unless you call me **before** test time.

**Homework:** Homework assignments totaling approximately 700 points will be assigned this semester. Participation bucks may be used to add points to your overall total raw points. Assignments must be turned in during class on the due date. You should keep homework, C & As, and other materials returned to you for your own records. It is not necessary to include them in the LiveBinder, electronic notebook.

**Economics Lesson:**

You will be required to select and teach an economics learning activity for a secondary school class in area schools. Schools, classes, times and dates will be arranged during the semester. You may use a lesson from one of the many materials in the Bessie B. Moore Center for Economic Education curriculum library (WJWH 517), from Blackboard or class, or from the Internet. You will be required to make appropriate curriculum alignments with National and State standards. The national standards for economics and the state performance indicators are available on the Internet.

**Class Observation (25 points):**  Before teaching you will observe the class you have selected. Complete the observation guidelines and submit to Dr. Littrell. It is designed to help you better prepare to teach your lesson.

**Lesson Selection (50 points):** You will review many lessons that teach economics to high school students. You will select one and describe why this lesson is appropriate for and achieves educational goals for the class you observed. A scoring guide will be provided to help you know what I expect in the evaluation.

**Teacher Evaluation (25 points):** You will be required to give the teacher a lesson evaluation form before your teaching activity. The teacher will complete this and return it to me. The evaluation form describes your presentation skills, activity modification, appearance, timeliness, and preparation.

**Teaching Experience Self-evaluation (25 points):** Include a brief description of the economics lesson you taught and any samples of student work, photos, etc. Please take and include photographs of you teaching the lesson and students completing the activity. Upon completion of your teaching activity, several of you will be asked to give a three minute presentation stating your objectives, briefly describing your activity, and evaluating the learning results. A one-page summary including the points named above must be submitted.

**Connect & Assess:** (25 pts. per class)

This is an assignment submitted each class that reflects on the content and pedagogy from the previous class period. This is designed to connect what we do in class with your daily lives while also requiring reflection on the learning process.

**LiveBinder Economic Education Notebook** (100 points)**:**

A LiveBinder or electronic notebook will be completed throughout the semester for submission at the end of the course. Lessons and PowerPoints will be organized in a format that will be useful to you as you begin teaching or interning. Full points will be awarded to notebooks with excellent organization only.

**YOUR Choice – Alternative Assessment – Choose Two – 50 pts. each**

Your choice on how you show me you have learned economics. Refer to the list provided on Blackboard. Pick one or create one. It changes throughout the semester. It includes suggestions, but you can create your own! Popular assessments include economics selfies, movie night, economics on Pinterest, or creation of an infographic.

**ATTENDANCE AND PARTICIPATION INCENTIVE:**

**Class Participation Bucks:** Attendance will be checked daily and points awarded as described below for the borderline attendance policy. However, participation bucks will be awarded for participation in class discussion and learning activities. You will need to be present in order to participate. You may be called upon to share your thoughts and ideas regarding readings, homework assignments, activities or daily life experiences. Please come to class prepared. *You will never be ridiculed or embarrassed.* I encourage all students to participate in class. It is a safe learning environment where all questions are welcomed!

**Attendance Policy:** Students are urged to attend all classes and daily attendance will be determined based on C and A submission. There is no formal penalty for absences, but if the final grade is **borderline**, students with regular attendance will receive the higher grade, while students with excessive absences (**more than 3**) will receive the lower grade. More serious than the borderline policy is the content missed while absent and the points missed for activities. It is your responsibility to get missed information from Blackboard.

**Grades:** Course grades will be computed by totaling all possible points the student receives during the semester. Grades are based exclusively on academic achievement, and are not a reflection of need, desire, or even effort (*although students who work hard and regularly attend class tend to make better grades than those who do not*). The meaning of various letter grades is as follows (taken from the University Catalog). Your grade will be determined by dividing the points earned by you by the total number of points available, and will be based upon the following scale.

A - 90 – 100% Outstanding achievement: Given to a relatively small number of excellent scholars.

B - 80 – 89% Good achievement: Above average performance.

C - 70 – 79% Average achievement

D - 60 – 69% Poor but passing work

F - Below 60% Unsatisfactory work.

A student who satisfactorily completes all assignments should expect a C grade. ***Grades of B or A are reserved for students with good or exceptional performance.***  Since many assignments are based on mastery learning with me providing rubrics describing expectations, you can expect an 80% for successful completion. The remaining 20% will be reserved for those students who go above and beyond the expected performance --- of which there are many!

**Documentation:** You should keep all graded papers until your final grade for the course has been received. If there is a question about your grade, you will need the documentation. With many students enrolled in the class, assistance from graduate students, and the entire paper shuffle, it is possible that a paper can be overlooked, misplaced, or recorded in the wrong space. Please help to watch for this type of error. I will be happy to correct them. Blackboard makes monitoring for this very easy. You will be notified when a grade is included. You have two days to rectify any missing assignments.

**Inclement Weather Policy:** Classes will normally be held in all weather, unless the University is officially closed. However, if you are uncertain about a class meeting, you may call 575-2855 or check Blackboard. Any cancellations will be noted on this line OR via a Blackboard announcement. If weather is bad, check your email. If no announcement is made, we are having class.

**Academic Integrity:**

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

For more information on academic integrity, see <http://provost.uark.edu/faculty-handbook/2-academic-responsibilities/13.php> .

Academic dishonesty involves any act, which may subvert or compromise academic integrity or the integrity of the University’s ‘Academic Integrity Policy’.

**Special Needs:** If you are registered with campus access or have other special needs that must be reasonably accommodated under campus policy or law, you must contact me within the first two weeks of class. To be excused from class for religious reasons, you are expected to provide me with a schedule of religious holidays that you intend to observe, in writing, before the completion of the first week of class.

**A Personal Note:** Teaching prospective teachers is very important to me. You can expect 100% effort from me each and every day. I expect the same from you. You are learning to be professionals. ***This is a good time to start behaving in a professional manner.***

**Respect of Property:** Many of the resources we use as students and instructors are owned, collectively, by us as taxpayers. Please be a good citizen and respect the property. Throw away any trash you accumulate and resist the temptation to put your feet in the chairs or to sit on the backs of chairs when we are doing group projects.

**Cell Phones:** Please see that electronic devices do not interrupt class. They should be on silent or turned off and should not be viewed during class time. If your phone rings during class you will owe me ***5 participation bucks*.** If you choose to text message or use your phone/electronic device for anything during class, you will receive a ***10 point penalty*.** Let me know if you have an emergency and a need to use your electronic device.

**Meet the Instructor:**

**Rita Littrell, PhD:** Rita has thirteen years’ experience as a classroom teacher, economic education coordinator, gifted education coordinator, and school administrator. For three years Rita served as a field coordinator and graduate fellow for the University of Kansas Center for Economic Education. From 1994-97 she served as director of the University of Missouri - Kansas City Center for Economic Education. She has developed an array of economic education curriculum projects that have won national awards. Teaching awards and recognitions include Outstanding Young Educator, Phi Delta Kappa Educational Leadership Award, National Council on Economic Education Awards, and National Federation of Independent Business Award for Entrepreneurship Education. While in Kansas City she developed and edited the *WHO’S OUT TO LUNCH? The Economics of the Foodservice Industry* middle school curriculum. In 1998, Rita traveled to Russia, India, and Pakistan to learn about economic education in these countries. In 2006-07 she traveled to Lithuania and Latvia to learn about their economic education programs. This reciprocal program has resulted in teams of economic educators visiting the Moore Center from Russia, Croatia, Latvia, Lithuania, Paraguay, South Africa and Romania. Since 2004 she has served as the Director of the Bessie B. Moore Center for Economic Education at the University of Arkansas. In addition, she served as the faculty sponsor for the Walton College *Students In Free Enterprise* (SIFE) team from 2000 - 2004. Areas of interest are using technology to teach economics and studying the causes of the current Hispanic immigration to Northwest Arkansas. She has developed lessons and worked with her students to develop lessons on using economics to teach Arkansas history. The Bessie B. Moore Center for Economic Education has conducted training programs in student entrepreneurship for 13 years. Dr. Littrell has recently worked with teachers and the Federal Reserve Bank of St. Louis Little Rock Branch on financial literacy and is developing an on-line course for teachers on financial literacy.

Dr. Littrell enjoys the challenges of directing the Center and teaching undergraduates as both give her the opportunity to grow and develop as a professional. Recent curricula developed with local teachers include *Entrepreneurship: Arkansas Style*, *Economic Dimensions of Arkansas History*, *Financial Fitness for Arkansas Teachers* and *Entrepreneurship for the ALE Student*.

In her free time, Dr. Littrell enjoys butterfly gardening, spending time with her family, cooking and entertaining. She collects international friends who enrich her life tremendously! She also collects children’s books and cook books. She loves to travel and learn about different cultures. She has a salt water reef aquarium which combines art and science as she cultivates the corals. Mostly, Rita is a curious person who loves to learn --- and then teach what she learns! She hopes to inspire you to be a lifelong learner!

**History 3303 Dr. Steven Rosales U.S. Immigration History Office: 404 Old Main Spring 2016 Office Hours: TR 2-4; By Appt. TR 12:30-1:45 Phone: (479) 575-3660 Email: rosales@uark.edu**

COURSE DESCRIPTION: Spanning both the nineteenth and twentieth centuries, this course will examine the migration of ethnic groups into the United States from geographical areas that include Europe, Asia, Africa, and Latin America. Special emphasis will be given to cultural history, and will trace the impact of industrialization, urbanization, class formation, and popular culture on various ethnic groups. From an initial analysis of European immigration, this course will then examine the African slave trade and the Great Negro Migration from Southern U.S. states into the American Northeast and upper Midwest, and will conclude with an examination of immigration into the American West from various Latin American and Asian countries. An inter-disciplinary approach encompassing literature and film will also be used to better illustrate the process of acculturation into the American mainstream. I have selected a diverse range of historical scholarship, methodology, and theoretical approaches that reflect the diverse ways in which scholars have addressed the above mentioned themes of race, class, gender, culture, identity, and immigration.

This course is a writing intensive class designed to provide students with improved critical thinking and writing skills. Therefore, you will be expected to write a considerable amount during the semester. I encourage you to take advantage of my office hours and other sources of aid (i.e. writing center) if you feel you need help with your writing skills.

COURSE EXPECTATIONS/GRADING: Our weekly meetings will consist of formal class lecture, varying in size from week to week, and class discussion of the assigned readings. Each student will be expected to attend each class, complete the assigned readings, participate in our weekly discussions, and contribute to group work. I may assign (un)announced quizzes in order to gauge your weekly progress. Note on Class Behavior: No text messaging, talking aloud, or surfing the Internet will be allowed. This will account for 10% of your total grade.

One in-class midterm and one final examination will be administered, each worth 30%. Both exams will be essay and short response. In addition, you will be required to complete one 7-10 page research paper (30%) on a topic of your choice. This will draw upon the books selected for this course as well as outside (secondary) research (minimum two sources), and will require the student to address a specific theme or issue emerging out of U.S. immigration history. Lastly, extra credit opportunities may arise during the semester and will be offered to all students on an equitable basis.

Essay 30% 150 points Midterm 30% 150 points

Final Exam 30% 150 points Class Participation 10% 50 points 500 points total EMAIL/BLACKBOARD On occasion, I will communicate with you via email and/or post messages, information, and course material on Blackboard. It will be your responsibility to check for such items and print out necessary material. Please check with the registrar’s office to ensure that your preferred email account is linked to this class.

ACADEMIC HONESTY: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at http://provost.uark.edu/ Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor. Lastly, I reserve the right to submit written assignments through various search engines, such as turnitin.com, to detect any plagiarism.

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

INCLEMENT WEATHER The university’s policy on inclement and emergency procedures can be found at http://emergency.uark.edu.

REQUIRED READINGS: Anzia Yezierska, Bread Givers

Hector Tobar, Translation Nation: Defining a New American Identity in the SpanishSpeaking United States

Jacob A. Riis, How the Other Half Lives

Toni Morrison, Jazz

Valerie J. Matsumoto, Farming the Home Place: A Japanese American Community in California, 1919-1982.

COURSE OUTLINE:

Week 1 Jan. 19 Introduction/Course Overview/Conceptual Frameworks What is History??

Jan. 21 Global Comparison & Contrast Reading: Jacob A. Riis, How The Other Half Lives (Chapters 1-6, 17-20)

January 25—Last Day to Register or Add a Full Semester Class Week 2 Jan. 26 Global Comparison & Contrast (Cont.)

Jan. 28 Nativism & The Rise of Global Capitalism Reading: Jacob A. Riis, How The Other Half Lives (Chapters 1-6, 17-20)

February 1—Last Day to Drop a Full Semester Class Without a “W”

Week 3 Feb. 2 Movie: Ellis Island Jan. 4 The Gilded Age & The Incorporation of America Reading: Begin Reading Anzia Yezierska, Bread Givers (Entire Book).

Week 4 Feb. 9 Family/Individual Adaptation & Assimilation

Feb. 11 Modern Womanhood & The March to Suffrage Reading: Anzia Yezierska, Bread Givers (Entire Book).

Week 5 Feb. 16 The Old World vs. The New (Discussion of Bread Givers)

Feb. 18 The Slave Trade & Early Racial Formation Reading: Complete Bread Givers; Begin reading Toni Morrison, Jazz (pages 1-135, 187-229)

Week 6 Feb. 23 Black Subjectivity from Slavery to Freedom

Feb. 25 Migration, Modernity, and the Harlem Renaissance Reading: Toni Morrison, Jazz (pages 1-135, 187-229)

Week 7 Mar. 1 Migration, Modernity, and the Harlem Renaissance (Cont.); Struggle For Civil Rights

Mar. 3 Course Review Reading: Toni Morrison, Jazz (pages 1-135, 187-229) Week 8 March 8 Midterm Examination

March 10 The American West & Manifest Destiny: The Gold Rush &The Transcontinental Railroad Reading: Valerie J. Matsumoto, Farming the Home Place (Chapters 1-4) Week 9 March 15 The United States & Asia I

March 17 United States and Asia II Reading: Valerie J. Matsumoto, Farming the Home Place (Chapters 1-4)

March 21-25: Spring Break

Week 10 March 29 The United States and Asia III

March 31 The United States and Asia IV Reading: Valerie J. Matsumoto, Farming the Home Place (Chapters 1-4)

Week 11

April 5 North From Mexico

April 7 No Class Scheduled Reading: Hector Tobar, Translation Nation (chapters 1-6)

Week 12 April 12 Labor/Socioeconomic Conditions

April 14 World War II & The Rise of the Mexican American Generation The Post-War Struggle for Civil Rights Reading: Hector Tobar, Translation Nation (chapters 1-6) Week 13 April 19 Puerto Rico: From Banana Republic to Commonwealth Status

April 21 Puerto Rico (Cont.) Reading: Hector Tobar, Translation Nation (chapters 1-6)

April 22—Last Day to Drop a Full Semester Class with a “W”

Week 14 April 26 Cold War Genesis: Cuban Exiles/Cuban Americans

April 28 Central America: U.S. Intervention & Empire Building Reading: Hector Tobar, Translation Nation (chapters 1-6)

Week 15 May 3 Central America (Cont.) Movie: Sin Nombre (Without Name)

May 5 Movie: Sin Nombre (Without Name) Course Review Final Paper Due Final Exam: Tuesday, May 10, 1-3 PM

**History 3313 Dr. Steven Rosales Latinos/as in the U.S. Office: 404 Old Main Fall 2016 Office Hours: TR 12:30-2 pm/By Appt. TR 11- 12:15 Phone: (479) 575-3660 Email: rosales@uark.edu**

COURSE DESCRIPTION This course will examine the emergence and growth of the Latino/a population of the United States from the Pre-Columbian era to the present day. A broad survey of the Latino/a experience will complement more specific case studies focusing on cultural identity and the generational process of acculturation into the American mainstream. Special emphasis will be given to class and racial formation in an effort to illustrate the economic and social factors underlying the historically subordinate status of most Latino groups while simultaneously illuminating ingenious responses toward such subordination. The nature of immigration into the United States and global market forces in fostering the large-scale migration of Mexicans and other Latinos will also be examined. Additional themes will address the complexities associated with Latino/a and Chicano/a identity through an additional examination of race, gender, sexuality, religion, family, and social activism. An inter-disciplinary approach encompassing literature, film, music, and visual representations will be used to better illustrate these themes.

This course is a writing intensive class designed to provide students with improved critical thinking and writing skills. Therefore, you will be expected to write a considerable amount during the semester. I encourage you to take advantage of my office hours and other sources of aid (i.e. writing center) if you feel you need help with your writing skills.

COURSE EXPECTATIONS/GRADING: Our weekly meetings will consist of formal class lecture, varying in size from week to week, and class discussion of the assigned readings. Each student will be expected to attend each class, complete the assigned readings, participate in our weekly discussions, and contribute to group work. Note on Class Behavior: No text messaging, talking aloud, or surfing the Internet will be allowed. This will account for 10% of your total grade.

One in-class midterm and one final examination will be administered, each worth 30%. Both exams will be essay and short response. In addition, you will be required to complete one 7-10 page research paper (30%) on a topic of your choice. This will draw upon the books selected for this course as well as outside (secondary) research (minimum two sources), and will require the student to address a specific theme or issue emerging out of (U.S.) Chicano/Latino History. Lastly, extra credit opportunities may arise during the semester and will be offered to all students on an equitable basis.

Essay 30% 150 points Midterm 30% 150 points Final Exam 30% 150 points

Class Participation 10% 50 points 500 points total

EMAIL/BLACKBOARD On occasion, I will communicate with you via email and/or post messages, information, and course material on Blackboard. It will be your responsibility to check for such items and print out necessary material. Please check with the registrar’s office to ensure that your preferred email account is linked to this class.

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INCLEMENT WEATHER The university’s policy on inclement and emergency procedures can be found at http://emergency.uark.edu.

REQUIRED READINGS: Cherrie Moraga, Loving In The War Years

David Montejano, Quixote’s Soldiers: A Local History of the Chicano Movement, 19661981.

George J. Sanchez, Becoming Mexican American: Ethnicity, Culture, And Identity In Chicano Los Angeles, 1900-1945.

Hector Tobar, Translation Nation

Piri Thomas, Down These Mean Streets

COURSE OUTLINE:

WEEK 1

Aug. 23 Introduction/Syllabus Theoretical Perspectives on Chicano/Latino Studies

Aug. 25 The Rise of Global Capitalism & Trans-National Immigration Patterns (19th-21st centuries)—An Overview Reading: Becoming Mexican American (Introduction/chapters 1 & 2).

August 26: Last Day to Register or Add a Full Semester Class

WEEK 2 Aug. 30 Trans-National Immigration Patterns (Continued)

Sept. 1 The Columbian Exchange: Spanish Settlement of the New World. Spanish/Mexican/U.S. Borderlands Reading: Becoming Mexican American (chapters 4 & 5).

Sept. 2: Last Day to Drop a Full Semester Class without a “W” WEEK 3 Sept. 6 Spanish/Mexican/U.S. Borderlands Movie: Scene from The Alamo

Sept. 8 Early Mexican Migration to the U.S. Reading: Becoming Mexican American (chapters 6-7, 12). WEEK 4 Sept. 13 The Great Depression & Labor/Socioeconomic Conditions Movie: Salt of the Earth

Sept. 15 Labor/Socioeconomic Conditions (Continued) Movie: Salt of the Earth Reading: Becoming Mexican American (chapters 6-7, 12)

WEEK 5 Sept. 20 Family Life & the Rise of the Mexican American Generation Sept. 22 Movie: Zoot Suit Riots Reading: Quixote’s Soldiers (Introduction/chapters 1 & 3)

WEEK 6

Sept. 27 World War II

Sept. 29 The Cold War & the Post-War Struggle for Civil Rights

Reading: Quixote’s Soldiers (chapters 5 & 6)

WEEK 7 Oct. 4 Social/Political Activism of the Chicano Movement

Oct. 6 The Chicano Movement (Cont.) Reading: Quixote’s Soldiers (7 & 9 & 11) Loving In The War Years (pages 82-133)

WEEK 8 Oct. 11 Shortcomings of the Chicano Movement/Chicana Feminism Discussion of Loving In The War Years

Oct. 13 Course Review Reading: Quixote’s Soldiers (7 & 9 & 11) Loving In The War Years (pages 82-133) WEEK 9 Oct. 18 Fall Break—No Class Scheduled

Oct. 20 Midterm Examination Reading: Down These Mean Streets (Entire Book)

WEEK 10 Oct. 25 Puerto Rico: From Banana Republic to Commonwealth Status

Oct. 27 Puerto Rico (Continued) Reading: Down These Mean Streets (Entire Book)

WEEK 11 Nov. 1 Puerto Rico (Continued)

Nov. 3 The Young Lords Reading: Down These Mean Streets (Entire Book)

WEEK 12

Nov. 8 Discussion of Down These Mean Streets (Entire Book)

Nov. 10 Cold War Genesis: Cuban Exiles/Cuban Americans Readings: Begin Translation Nation (Parts 1 & 2)

WEEK 13 Nov. 15 Cuban Immigration to the U.S.

Nov. 17 U.S. Intervention & Empire Building in Central America Readings: Translation Nation (Parts 1 & 2)

Nov. 18—Last Day to Drop a Full Semester Course with a “W”

WEEK 14 Nov. 22 Central America (Cont.)

Nov. 24 Thanksgiving Holiday—No Class Scheduled Readings: Translation Nation (Parts 1 & 2)

Week 15 Nov. 29 Central America (Cont.)

Dec. 1 The Challenges of Globalization Discussion of Translation Nation Readings: Translation Nation (Parts 1 & 2)

Week 16 Dec. 6 Movie: Sin Nombre (Without Name)

Dec. 8 Movie: Sin Nombre Course Review Individual Essays Due

Week 17 Final Exam: Tuesday, December 13, 10:15 AM—12:15 PM

Latina/o Politics Political Science 3263 Fall 2017

Department of Political Science University of Arkansas

Meeting Time: Tuesday & Thursday 9:30 – 10:45 AM, JBHT 0146 Office Hours: Tuesday & Thursday 11:00 AM – 12:00 PM, and by appointment

Description In this course we examine the role of Hispanics/Latinas/os in the US political system through historicalinstitutional and behavioral lenses. Our readings are primarily grounded in the process of Latino/Hispanic identity formation, participation, and the incorporation of Hispanics/Latinas/os into US politics and the policy making process. Throughout the course we contemplate the psycho-historical and socioeconomic development of US Latinas/os/Hispanics and how it informs the contemporary issues facing the largest ethno-racial minority group in the US. Learning Objectives In addition to these substantive topics, our course will also work toward developing your understanding of theories and methods that will be useful in the study of political science. To that end, the central learning objectives of the course are to improve your capacity to analyze data and evidence, craft properly-cited arguments, and become proficient in applying theories of political science to your understanding of Latinos in US politics. In order to meet these objectives, my expectation is that you will gain a mastery of: (1) critical analysis of historical and contemporary texts via completion of periodic think pieces documenting your ability to integrate your own observations of Hispanic/Latino politics with course material; (2) conducting independent research by writing a research paper of high quality in the style of the American Political Science Association; (3) oral communication of your crucial engagement with course material; and (4) professional presentation of independent research in political science by way of a formal presentation.

Expectations Be prepared. Attend class and complete assigned readings before the class period for which they are assigned. The more prepared you are, the more capable you will be in developing connections between the readings and the lectures. This is a course that depends on active participation of all students for its success. A positive learning environment depends a great deal on class discussion, with students sharing insights and ideas with one another. You are expected to come to class every day with a working awareness of daily political events and insights from you daily engagement with these news sources. This preparation includes reading a newspaper daily in order to be able to keep up with events (see required news media list below). Be respectful. All persons involved in this course should treat their classmates with civility and respect at all times—no laughing, snickering, bickering, or brawling over comments or questions offered by a classmate (or by your instructor for that matter). There are very few, if any, absolute truths in the study of politics and only by a free exchange of ideas that focuses on the issue at hand and a willingness to listen to opposing views can we progress toward a more complete understanding

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of an issue. If you do not conduct yourself in a mature and reasonable manner, I will ask you to leave the classroom.   Be courteous. All forms of “talking” that are not a part of class participation should be reserved for before or after class. Thus, please turn off your phones (no text messaging!). If you use your computer or tablet during class to take notes, please do not waste this time to chat online or catch up on your social networking. If you do not want to pay attention, you need not come to class. However, there is a strong correlation between attendance and course grades. Many exam questions will come directly from lectures.   Do not cheat. Do your own work at all times as any form of cheating on papers or exams will not be tolerated. Remember that as University of Arkansas student you are bound to the university’s academic integrity policies. Please familiarize yourself with these here: http://provost.uark.edu/245.php.   Be on time. This means to be on time for lecture as well as turning in your assignments and taking examinations. If you need to arrive late or leave early, please let me know ahead of time.   Be formal in email correspondence. If you contact me over email, please address me at the beginning and sign your name at the end.

Course Requirements

I.   Class Participation (10%) – Class attendance and active participation in class discussions are critical to your success in the course and mandatory at each class meeting.

II.   Think Pieces (30%) – (10% each) – Our class is designed around critical analysis of topics in race and ethnic politics in the U.S. As a means of engaging course readings and lectures, and contemporary issues in minority politics, you will complete three short think pieces of 2-to-3 double-spaced pages in length. These assignments will be used to stimulate class participation. Think Piece due dates: September 14, October 12, and November 21.

III.  Midterm Exam (10%) – This exam will potentially consist of mixture of multiple choice questions, ID terms and short essays, and the material will be drawn from both the lectures and the readings. Midterm Exam Date: Thursday, September 28.

IV.  Research Paper Outline and Peer Review (10%) – In preparation for your research design assignment, you will engage with one another in a peer review of a draft of your paper. Details and relevant due dates will be discussed in class.

V.   Research Design Paper (25%) – You will be writing a term paper of 10-to-12 double-spaced pages in length on a topic related to Hispanics/Latinas/os in US politics. Specific topics, parameters, and paper requirements (including due dates for a paper outline) will be discussed in detail during lecture. As part of your term paper grade, you will make an in-class presentation of your research during Week 16. Research Design Paper Due Date: Thursday, December 7.

VI.  Final Exam (15%) – This lightly cumulative exam will potentially consist of essay questions, multiple choice questions and ID terms, and the material will be drawn from both the lectures and the readings. Please take note of the set exam date and time, and address any time conflicts immediately.

VII.   Extra Credit – Throughout the semester, I will bring to your attention opportunities to attend events on campus that relate to Latino politics. The frequency and timing of these events will vary by semester. If you hear of an event that you think might be relevant to our course, please bring it to my attention. To

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earn extra credit, I will require that you attend the event and write a reaction of exactly one double-spaced page in length. You can earn up to one extra credit point (one percent of your final grade) for each of these summaries that you submit, up to a maximum of five points.

Required Course Texts\*

García Bedolla, Lisa. 2014. Latino Politics, Second Edition. Cambridge: Polity Press. ISBN: 978-0745665009

Mora, G. Cristina. 2014. Making Hispanics: How Activists, Bureaucrats, and Media Constructed a New American. Chicago: University of Chicago Press. ISBN: 978-02226033839

Ramírez, Ricardo. 2013. Mobilizing Opportunities: The Evolving Latino Electorate and the Future of American Politics. Charlottesville: University of Virginia Press. ISBN 978-0813935102

\*Additional required readings are available on our Blackboard site or online. You are absolutely responsible for reading them. If you do not plan to do the reading for this class, please enroll in a different class.

Required News Media

In order to stay current on national and global events it is important to read the news on a daily basis. This course in particular depends on your active, daily reading of current events using the following sources: New York Times nytimes.com (national and world) Washington Post washingtonpost.com (national and world) Northwest Arkansas Democrat-Gazette nwaonline.com (local and regional) La Prensa Libre laprensanwa.com (local and regional) News Taco newstaco.com (Hispanic/Latina/o daily)

Course Outline and Dates I. Theoretical Perspectives and Frameworks

Week 1 (August 22 – August 24) – Overview of the course and its expectations

Garcia Bedolla: Chapter 1

Blauner, Robert. 1969. “Internal Colonialism and Ghetto Revolt.” Social Problems 16(4): 393-408.

Week 2 (August 29 – August 31) – Philosophical and Theoretical Foundations of Latino Identity

Gracia, Jorge J.E. 2000. “What Should we Call Ourselves?” in Hispanic/Latino Identity: A Philosophical Perspective. Blackwell Publishers. (pp. 1-26) (Blackboard)

Gracia, Jorge J.E. 2000. “What’s in a Name? The Relation of Names to Identity and Ethnicity” in Hispanic/Latino Identity: A Philosophical Perspective. Blackwell Publishers. (pp. 27-43) (Blackboard)

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II. Historical Perspectives on Identity, Citizenship and Group Membership

Week 3 (September 5 – September 7) – Mexicans

García Bedolla: Chapter 3

Álvarez, Rodolfo. 1973. “The Psycho-Historical and Socioeconomic Development of the Chicano Community in the United States” (Blackboard)   Week 4 (September 12 – September 14) – Caribbean-Origin & Central American Latinos

García Bedolla: Chapters 4, 5, and 6

Arias, Arturo, and Claudia Milian. 2013. “US Central Americans: Representations, Agency and Communities.” Latino Studies 11 (2): 131-149. (Blackboard)

\*\*\*THINK PIECE #1 DUE: THURSDAY, SEPTEMBER 14\*\*\*

--Acto Cívico: El Grito de la Independencia Mexicana September 15, 6:00 – 10:00 PM, Downtown Springdale--

Week 5 (September 19 – September 21) – Latina and Chicana Identity, the Hispanic Gender Gap

Shutte, Ofelia. 2000. “Negotiating Latina Identities” in Hispanics/Latinos in the United States: Ethnicity, Race, and Rights, Jorge J.E. Gracia and Pablo de Grieff, eds. Routledge Press. 61-75. (Blackboard)

Bejarano, Christina E., Sylvia Manzano, and Celeste Montoya. 2011. “Tracking the Latino Gender Gap: Gender Attitudes Across Sex, Borders, and Generations.” Politics & Gender 7: 521-549. (Blackboard)

Week 6 (September 26 – September 28) – Linked Fate and Inter-minority Group Relations

Cutaia Wilkinson, Betina. 2015. Partners or Rivals? Power and Latino, Black and White Relations in the Twenty-First Century. Charlottesville: University of Virginia Press. Chs. 1 and 2. (Blackboard)

\*\*\*MIDTERM EXAM: THURSDAY, SEPTEMBER 28\*\*\*

III. Group Membership and Identity in the 21st Century

Week 7 (October 3 – October 5) – Latinas/os in the US South

Mohamed, Heather S. 2014. “The Boundaries of Americanness: Perceived Barriers among Latino Subgroups.” in Latino Politics en Ciencia Política: The Search fro Latino Identity and Racial Consciousness, Affigne, Hu-Dehart, and Orr Eds., New York: New York University Press. (Blackboard)

PLSC 3263 Syllabus, Page 5

Bowler, Shaun B. and Gary Segura. 2012. “Participation Beyond Voting and Minority Politics.” (Blackboard)

Medina Vidal, Xavier and Zessna García Ríos. 2017. “Lo Hice Por Ellos: The New Southern Latino Group-Conscious Voter.” Aztlán: A Journal of Chicano Studies 42(2): 193-208. (Blackboard)

Week 8 (October 10 – October 12) – Agency and Structure in Hispanic/Latino Identity

Mora: Introduction, Chapter 1, Chapter 2

\*\*\*THINK PIECE #2 DUE: THURSDAY, OCTOBER 12\*\*\*     \*\*\*FALL BREAK: OCTOBER 1 6 - 17 \*\*\*

Week 9 (October 19) – Identity, Bureaucracy, and the Media

Mora: Chapter 3, Chapter 4, Conclusion

Week 10 (October 24 – October 26) – Racialization of Latinos and of Immigrants

Huntington, Samuel P. 2004. “The Hispanic Challenge.” Foreign Policy March/April: 30-45. (Blackboard)

Schmidt, Ronald, et al., 2009. “Immigrants and the Future of American Ethnocracial Politics.” (Blackboard)

Week 11 (October 31 – November 2^) – Legacies of the Chicano Movement

Gutiérrez, José Ángel. 1998. The Making of a Chicano Militant: Lessons From Cristal. (Introduction), (Blackboard).

García, John. 1996. “The Chicano Movement: Its Legacy for Politics and Policy.” (Blackboard).

^For Thursday’s class meeting, please arrange to meet at 6:00 PM in Giffels Auditorium (201 Old Main)

~~Blair Legacy Symposium: Legacies of the Chicano Movement~~ ~~Keynote Address by Dr. José Ángel Gutiérrez, Thursday, Nov. 2 at 6:00 PM, Giffels Auditorium~~

~~Art Expo by Eric J. García, National Museum of Mexican Art, Chicago, IL November 1 – 10, Anne Kittrell Art Gallery, Arkansas Union~~

IV. Political Mobilization in an era of Transnational and Immigrant Politics

Week 12 (November 7 – November 9) – Mobilization and Voting I

Ramírez: Chapters 1-3

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Week 13 (November 14 – November 16) – Mobilization and Voting II

Ramírez: Chapters 4-6

NAACP Legal Defense Fund. 2016. “Democracy Diminished: State and Local Threats to Voting Post-Shelby County, Alabama v. Holder.

Week 14 (November 21) – Immigration Politics and Transnational Latino Politics

Navarro, Armando. 2015. “2013 Latino Immigration Reform Debacle.” (Blackboard)

Jones-Correa, Michael. 2006. “Under Two Flags: Dual Nationality in Latin America and its Consequences for Naturalization in the United States.” International Migration Review 35(4): 9971029.

\*\*\*THINK PIECE #3 DUE: TUESDAY, NOVEMBER 21\*\*\*

\*\*\*T HANKSGIVING HOLIDAY: NOVEMBER 2 3 – NOVEMBER 2 4 \*\*\*

Week 15 (November 28 – November 30) – Immigration Policy

Chávez, María, Jessica L. Lavariega Monforti, and Melissa R. Michelson. 2015. Living the Dream: New Immigration Policies and the Lives of Undocumented Latino Youth, Chapters 2 and 6 (Blackboard)

Wong, Tom K., et al. 2013. “Undocumented No More: A Nationwide Analysis of Deferred Action for Childhood Arrivals, or DACA” Center for American Progress. Week 16 (December 5 – December 7) – Final Project Presentations   \*\*\*RESEARCH PAPER DUE: THURSDAY, DECEMBER 7\*\*\*

\*\*\*DEAD DAY: FRIDAY, DECEMBER 8\*\*\*

\*\*\*FINAL EXAM: THURSDAY, DECEMBER 14 at 8:00 AM\*\*\*

EMERGENCY PROCEDURES

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

Violence / Active Shooter (CADD): §   CALL – 9-1-1 §   AVOID – If possible, self-evacuate to a safe area outside the building. Follow directions of police officers. §   DENY – Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it’s safe.

PLSC 3263 Syllabus, Page 7

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

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

Important Additional Notes:

Syllabus Changes: The instructor reserves the right to alter the contents, requirements, grading and/or scheduling of this course as he sees fit in order to best fulfill the objectives of the course. Any changes to the syllabus will be announced in class. Late assignments will be graded, but with a letter-grade penalty for each week they are late. Any assignment that is turned in will receive at least partial credit.

Additional Rules: Students are not allowed to record class lectures, take photographs or videos of any class lecture presentation materials (including PowerPoint slides), post notes taken in class lectures on note-sharing forums. If you violate any of these rules, you will be immediately referred to the university’s Academic Integrity Board, and you will be removed from my class. Your continued enrollment in this class will count as your acceptance of these terms.

**Office Hours: Thursday 1:30-3:00**

**Appointments are available as needed**

**PLSC/AAST 3293: African American Politics**

**114 Memorial Hall**

**TR 9:30-10:45**

This is a survey course designed to provide students with a comprehensive overview of African American political participation in the United States, primarily during the late nineteenth thru, early twenty-first centuries. This course will emphasize events in America and evolving patterns of political participation in Black America. Attention will be given to assessing the impact of leadership, institutions, elections, voting rights/disenfranchisement, and party politics on African American political participation. Finally, this course introduces students to some basic theories that describe African American political participation, as well as familiarizes students with leading scholars engaged in the study of African American Politics.

**REQUIRED TEXTS**

Dawson, Michael C. *Behind the Mule: Race and Class in African American Politics.*

Gillespie, Andra. *Whose Black Politics? Cases in Post-Racial Black Leadership.*

Ture, Kwame and Charles Hamilton. *Black Power, The Politics of Liberation*

Walton, Hanes and Robert Smith and Sherri Wallace. *American Politics and the African American Quest for Universal Freedom.*

**ELECTRONIC SOURCES**

Additional readings will be available in electronic databases via the university library and Blackboard.

**COURSE REQUIREMENTS AND EVALUATION**

1. **Three Examinations**
2. **Four Quizzes**
3. **Class Performance:** Performance will be evaluated by 1) your attendance 2) level of discussion and participation in class activities.

**GRADE SCALE:**

**Exams: 80%**

**Quizzes: 10%**

**Class Performance: 10%**

***Make up exams for those with documented excuses will be given the last week of classes.***

***Blackboard will be used to inform students of test scores. Blackboard is not used to provide grade average for course.***

**CLASS PERFORMANCE AND ATTENDANCE POLICY**

The format of this class depends upon you having read and reflected upon the assigned readings before the class. “Class performance” consists of participating in class discussions, completing all assignments on time and attending class on a regular basis. Participation is based on the following criteria: (1) consistent, thoughtful, and active verbal contributions to the class discussion that indicate you have read and engaged the material; and (2) regular and prompt attendance. Please note that simply attending class does not constitute “participation”. In the case when students miss class due to an emergency, the instructor reserves the right to ask the student to provide evidence of this special circumstance.

**Readings**

Students are expected to complete the assigned reading before the class period in which the material is assigned. The course schedule (below) provides a general schedule of readings and topics. Using critical thinking (a cognitive reasoning development) students must demonstrate the process of actively seeking to understand, evaluate and analyze information. For each reading(s) students should be able to answer the following questions:

1. What are the issues?
2. What are the conclusions?
3. Are there any fallacies in the reasoning?
4. How good is the evidence?

**ACADEMIC HONESTY AND INTEGRITY**

I expect all work that is completed in this course to be original work, initiated and completed by each individual student. **Any work that is plagiarized or copied will be an automatic F**. All forms of academic misconduct are prohibited:

1. Plagiarism. The deliberate adoption or reproduction of ideas or words or statements of another person as one’s own without proper acknowledgment.
2. Cheating. Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
3. Fabrication. Intentional or unauthorized falsification or invention of any information or citation in an academic exercise.

**University Academic Honesty Statement:**

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

**CLASSROOM AND EMAIL ETIQUETTE**

**Classroom**

The following are basic guidelines for the classroom setting design to provide the best possible environment for learning.

* **Please do not enter the classroom late or leave early unless it is an emergency.**
* **iPods, cellular phones are not allowed.**
* **Students are expected to respect each other and each other’s viewpoints.**

**Email**

Please use my email sparingly and keep the following in mind:

* Do not email me your class work, unless directed to do so by instructor.
* Assignments and papers must be submitted on designated due date, unless

otherwise specified.

* Please do not email me excuses, explanations, or other statements explaining your absence from class or to indicate that you will be late for class. Please submit those at the end of class.
* Throughout the course I will routinely send correspondences to the class via email and Blackboard. Please check your email prior to attending class. If I have an emergency and will not be able to attend class I will attempt to inform you via email prior to the scheduled class time.

**MISCELLANEOUS**

* Students must remember that the instructor does not give out course grades. All grades are earned by the students.
* **The instructor reserves the right to change the syllabus at any time. All changes, if any, will be announced in class. It is the students’ responsibility to keep informed of the changes.**
* All handouts, additional readings and guidelines distributed become a part of the syllabus.
* The schedule for reading topics may be readily adjusted during the semester to account for course-related factors (i.e. inclement weather, emergencies, events, etc.) The instructor also reserves the right to give pop quizzes, as well as give additional assignments.
* No make-up examinations are given for unexcused absences.

**EMERGENCY PROCEDURES**

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* If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
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**Violence / Active Shooter (CADD):**

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

**WEEKLY SCHEDULE**

**August 22**

Course Introduction

**GENERAL PERSPECTIVES IN BLACK POLITICAL THOUGHT**

**August 25**

\*King, Letter from a Birmingham Jail

\*Barker, Jones and Tate Chapters 1-3

Walton Chapters 1-3

**August 29**

Walton 1-3

\*Barker, Jones and Tate 1-3

**August 31**

No Class due to attendance of the American Political Science Association National Conference

**AFRICAN AMERICAN IDENTITY AND BEHAVIOR**

**September 5**

Dawson, *Behind the Mule*, Chapter 1-2

Shingles, Richard. Black Consciousness and Political Participation: The Missing Link *American Political Science Review*, Vol 75, No 1 (Mar., 1981) pp. 76-91.

**September 7**

Watch documentary *Against All Odds*

**September 12**

Dawson Chapter 3

***Quiz 1***

**September 14**

Dawson Chapter 4-5

**September 19**

Dawson 6-9

**September 21**

\*Rustin, “Benign Neglect: A Reply to Daniel Moynihan”

The Moynihan Report a/k/a The Negro Family: A Case for National Action <http://www.blackpast.org/primary/moynihan-report-1965>

**AFRICAN AMERICAN LIBERATION AND IDEOLOGY**

**September 26**

Walton 6-7

Hamilton, Charles V. and Kwame Ture, *Black Power: The Politics of Liberation (*1992 [1967]), Preface-Chapter 3

**September 29**

Ture and Hamilton, Chapters 4-7

***Quiz 2***

**October 3**

\*Franklin, Sekou Chapter 1 from After the Rebellion

Lecture by Dr. Franklin

**October 5**

Review

**October 10**

**Exam**

**AFRICAN AMERICAN ELECTORAL STRATEGIES**

**October 12**

Walton 7-9

\*McCormick and Jones, “The Conceptualization of Deracialization: Thinking Through the

Dilemma” Chapter 4 in Persons, *Dilemma of Black Politics, Issues of Leadership and Strategy*, 1993.

**October 17**

**Fall Break**

**October 19**

Neil Kraus and Todd Swanstrom “Minority Mayors and the Hollow Prize Problem,” *PS: Political Science and Politics* 34(1): 99-105

Raphael Sonenshein “Can Blacks Win Statewide Elections?” *Political Science Quarterly* 105(2): 219-241

**October 24**

Browning, Marshall, and Tabb “Protest is not Enough: A Theory of Political Incorporation,” *PS* 19(3): 576-581

Clarence Stone “Atlanta: Protest is Not Enough,” *PS* 19(3): 618-625

J. Philip Thompson “David Dinkins' Victory in New York City: The Decline of the Democratic Party Organization and the Strengthening of Black Politics,” *PS: Political Science and Politics* 23(2): 145-148

**October 26**

Gillespie, Introduction- Chapter 2

***Quiz 3***

**October 31**

Franklin, Sekou. “Situational Deracialization, Harold Ford, and the 2006 Senate Race in

Tennessee” in Gillespie, Chapter 10

Frasure, Lorrie. The Burden of Jekyll and Hyde in Gillespie, Chapter 6

**November 2**

Gillespie, Conclusion

Review

**November 7**

**Exam**

**AFRICAN AMERICAN WOMEN AND POLITICS**

**November 9**

\*Brown, Nadia Sisters in the Statehouse, Black Women and Legislative Making Introduction and Chapter 6

Dr. Brown Skype Lecture

**November 14**

\*The Status of Black Women in American Politics, Higher Heights and Rutgers University

\*Combahee River Collective, Black Feminist Statement

***Quiz 4***

**November 16**

\*Simien, Evelyn Chapter 2 Chisholm 72: Toward a Theory of Symbolic Empowerment

Philpot, Tasha S., and Hanes Walton. "One of our own: Black female candidates and the voters who support them." *American Journal of Political Science* 51, no. 1 (2007): 49-62.

**November 21; 23**

No Class

**November 28**

Watch documentary *Unbought and Unbossed*

**November 30**

Continue *Unbought and Unbossed*

**December 5**

Review

**December 7**

Make up Exams

**Final Exam period**

**Exam 3**

PLSC 3853

### U.S. FOREIGN POLICY

## Introduction

This course is about the ideas and interests that affect the foreign policy of the United States. An important challenge is to follow the interplay of ideas and interests in the formulation and conduct of foreign policy. Theorists and practitioners alike are evaluating whether older perspectives still withstand the test of time, and remain guides for the future, or whether these older views must be displaced by newer ones that are more relevant to the world of tomorrow.

Students who complete the requirements of this course will better understand key influences on the foreign policy of the United States, including,

* ***perspectives*** such as liberalism and realism,
* ***players***such as the President, Congress, bureaucracy, interest groups, and the public, and
* ***problems*** such as war, distributions of wealth, governance of international political life, and management of the global economy.

Though I do a fair amount of talking in order to present concepts and debates, I also ask questions and anticipate classroom discussions.

You must do the readings and be prepared to talk about them. The course is designed to develop analytical abilities of students through active criticism of the material that we cover.

I do not take attendance. But I do grade on participation in classroom discussions.

\*\*If the inclement weather policy is in effect, the class is cancelled.

#### Readings

Michael Ignatieff, *The Lesser Evil: Political Ethics in an Age of Terror* (Princeton, NJ: Princeton University Press, 2004).

Other readings are a selection of presidential addresses located on the Internet.

## Evaluation

#### Grades are based on three papers and participation in classroom discussions.

#### The final grade for the course is based on the following percentages:

#### Paper I 30%.

#### Paper II 30%.

#### Paper III 30%.

Classroom participation **10%**.

The combined total is 100% of the student’s final grade for the class.

**Papers**

#### These are brief papers: 4 pages, double spaced, and font of 12. For each assignment, I will pose a problem to test the student’s grasp of both the reading and the lecture materials. The purpose is to develop your ability to concisely organize and defend your thoughts. You should therefore avoid describing what others write or say without clearly stating why you find their arguments persuasive, or unpersuasive if that is the case. In other words, you should try to persuade the reader to your point of view. That also means using examples to support the position that you take and not to demonstrate an ability to merely recount various facts and details. The clarity of your writing is important so be attentive to grammar and spelling. Be sure to save time to proofread your paper. Please note the facts and ideas that are not your own (these can be in the form of footnotes or endnotes). Again, you will be evaluated on your ability to concisely state and support your point of view.

#### I will discuss these assignments further in class.

**Participation**

Students are expected to contribute to the discussions in class.

***Topics, Assigned Readings, Dates of Assignments***

*Introduction: Procedures, Expectations and Evaluation* (May 31)

### Part One: Contesting Political and Economic Perspectives

1. Realism: Resurgence?(June 1,2)

Readings: None Assigned

1. Neo-conservatism: Nadir?(June 3, 6)

Readings: None Assigned

##### Liberalism: Listlessness or Liveliness? (June 7, 8)

Readings: **Ignatieff, Chapters 1 and 2**

1. Problem for First Paper Assigned (June 9)

**No Class June 10** : Students Work on Paper

**Paper I**: Due in my Mailbox, Department of Political Science by **4:00PM Friday June 10**

### Part Two: Situating Players

1. President, Congress(June 13, 14)

Readings: Franklin Roosevelt’s Message to Congress; also labeled the Speech on the Four Freedoms (1941)

##### The Logic of Bureaucracy and Political Crisis (June 15)

##### Publics (June 16)

Readings:Dwight Eisenhower’s Farewell to the Nation; also labeled the Speech on the Military-Industrial Complex (1961)

##### Problem for Second Paper Assigned (June 17)

**No Class June 20**: Students Work on Paper

**Paper II:** Due in my Mailbox, Department of Political Science by **4:00PM Monday June 20**

### Part Three: Defining Problems

##### Principled Beliefs, International Moralism (June 21)

Readings: Woodrow Wilson’s Fourteen Points; delivered to a joint

session of Congress (1918)

1. Competing Values? State Security and Human Rights (June 22, 23, 24)

Readings: None Assigned

1. Security and Rights: Evaluating the United States (June 27, 28)

Readings: **Ignatieff, Chapters 5 and 6**

1. Problem for Third Paper Assigned (June 29)

**No Class June 30, July 1**: Students Work on Paper

**Paper III**: Due in my Mailbox, Department of Political Science by **4:00PM Friday July 1**

**EMERGENCY PROCEDURES**

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

**Office Hours:**

**T/TH 2:00-3:30 and by Appointment**

**PLSC/AAST 4323 RACE, IDENTITY and POLITICS**

**TU/TH 9:30-10:45**

**AGRI RM 115**

This course examines how race and perceived racial difference affect political discourse, mobilization, representation, and political outcomes. In this course, students will learn to explore, discuss, and better understand the relationship between perceptions of racial identity, attributions of racial difference, and politics, broadly defined. Our focus is on the US today, but with an appreciation of how the racial politics of the here and now is rooted in history and behaviors. There is both a specificity to the African American experience in the US and a multi-chromatic diversity to today's America, both of which matter. "Race" broadly includes concepts of identity, immigration, citizenship, class, ethnicity. "Politics" broadly includes elections and the decisions of elites in government, but also civic engagement, protests, political talk, organizational behavior, and the like.

# REQUIRED BOOKS

Bonilla-Silva, Eduardo. *Racism without Racists Colorblind Racism and the Persistence of Racial Inequality in America*. New York, NY: Rowman & Littlefield Press. 2014.

Bowler, Shaun and Gary M. Segura. *The Future is Ours Minority Politics, Political Behavior, and the Multiracial Era of American Politics*. CQ Press, 2012.

Greer, Christina M. *Black Ethnics, Race, Immigration and the Pursuit of the American Dream*. New York: Oxford University Press 2013.

Singh, Nikhil Pal. *Black is a Country, Race and the Unfinished Struggle for Democracy*. Harvard University Press. Cambridge. 2004

Omi, Michael and Howard Winant. *Racial Formation in the United States*. Routledge Press. .2015

# ELECTRONIC SOURCES

Students can find additional readings via Blackboard and through the library electronic databases.

# COURSE REQUIREMENTS AND EVALUATION

1. **Four Exams:** Students are required to complete four examinations.

1. **Reading Quizzes:** You are required to complete six reading quizzes. The quizzes will be composed of true and false, multiple choice and short answer.
2. **Research Paper.** You are required to write a reflective research paper.
3. **Class Performance:** Performance will be evaluated by 1) attendance 2) level of discussion and participation in class activities.

# QUIZ DATES EXAM DATES

January 31 February 16

February 23 March 16

March 9 April 11

March 30 May 11

April 20

May 2

# GRADE SCALE:

**Exams: 50%**

**Quizzes: 15%**

**Research Paper: 25%**

**Class Performance: 10%**

***Make up exams for those with documented excuses will be given the last week of classes. Blackboard will be used to inform students of test scores. Blackboard is not used to provide grade averages for the course.***

**CLASS PERFORMANCE AND ATTENDANCE POLICY**

The format of this class depends upon you having read and reflected upon the assigned readings before the class. “Class performance” consists of participating in class discussions, completing all assignments on time and attending class on a regular basis. Participation is based on the following criteria: (1) consistent, thoughtful, and active verbal contributions to the class discussion that indicate you have read and engaged the material; and (2) regular and prompt attendance. Please note that simply attending class does not constitute “participation”. In the case when students miss class due to an emergency, the instructor reserves the right to ask the student to provide evidence of this special circumstance.

# ACADEMIC HONESTY AND INTEGRITY

I expect all work that is completed in this course to be original work, initiated and completed by each individual student. **Any work that is plagiarized or copied will be an automatic F**. All forms of academic misconduct are prohibited:

1. Plagiarism. The deliberate adoption or reproduction of ideas or words or statements of another person as one’s own without proper acknowledgment.
2. Cheating. Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
3. Fabrication. Intentional or unauthorized falsification or invention of any information or citation in an academic exercise.

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# Students with Disabilities

Any student who is registered with the Center for Educational Access is responsible to inform me of their needs at the beginning of the semester. This includes special arrangements or accommodations for tests and quizzes. If a student needs to take an exam or quiz in a room separate from the class I will need a week’s notice to ensure that you can be accommodated. Please be mindful of the guidelines established by CEA concerning taking exams at CEA.

# CLASSROOM AND EMAIL ETIQUETTE

**Classroom**

The following are basic guidelines for the classroom setting design to provide the best possible environment for learning.

# Please do not enter the classroom late or leave early unless it is an emergency.

* + **iPods, cellular phones are not allowed.**
  + **Students are expected to respect each other and each other’s viewpoints.**

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  + Please do not email me excuses, explanations, or other statements explaining your absence from class or to indicate that you will be late for class. Please submit those at the end of class.
  + Throughout the course I will routinely send correspondences to the class via email and Blackboard. Please check your email prior to attending class. If I have an emergency and will not be able to attend class I will attempt to inform you via email prior to the scheduled class time.

# MISCELLANEOUS

* + - Students must remember that the instructor does not give out course grades. All grades are earned by the students.

# The instructor reserves the right to change the syllabus at any time. All changes, if any, will be announced in class. It is the students’ responsibility to keep informed of the changes.

* + All handouts, additional readings and guidelines distributed become a part of the syllabus.
  + The schedule for reading topics may be readily adjusted during the semester to account for course-related factors (i.e. inclement weather, emergencies, events, etc.) The

instructor also reserves the right to give pop quizzes, as well as give additional assignments.

* + No make-up examinations are given for unexcused absences.

# EMERGENCY PROCEDURES

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

# Severe Weather (Tornado Warning):

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

# Violence / Active Shooter (CADD):

 **CALL-** 9-1-1

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

# COURSE SCHEDULE

# RACE AND ETHNICITY IN AMERICA

**January 17**

Introduction of the Class

**January 19**

Omi and Winant

Introduction and Paradigms pp 1-20

Chapter 1

# January 24

Omi and Winant

Chapter 2 & 3

# January 26

Bonila-Silva Preface, Chapters 1-2

**January 31**

Bonila-Silva Chapter 2

Quiz 1

**February 2**

Omi and Winant Chapter 4

# February 7

Omi and Winant Chapter 5

**February 9**

Omi and Winant Chapter 6

# February 14

# Review

**MODERN RACE NAVIGATION AND THE RISE OF A “COLORBLIND” SOCIETY**

**February 16**

Exam 1

**February 21**

Omi an Winant Chapters 7-8

# February 23

***Quiz 2***

**February 28**

Bonila Silvers   
Chapters 3-4

**RACE AND CITEZNSHIP**

**March 2**

Singh Introduction –Chapter 1

# March 7

Sing Chapter 2-3

**March 9**

Quiz 3

Singh Chapter 4

**March 14**

Singh Chapter 5

Review

**March 16**

Exam 2

**March 21 and March 23**

# Spring Break

**AMERICA’S CHANGING DEMOGRAPHICS**

# March 28

Bowler and Segura Chapters 1-2

Pew Research Ten Demographic Trends (Blackboard)

Winders, “Changing Politics of Race and Religion” (Blackboard)

# March 30

Bowler and Segura Chapters 4 and 5

Bonila-Silva Chapter 9

Quiz 4

**April 4**

Sanchez and Masouka “Brown Utility Heuristic” (Blackboard)

Hajnal and Rivera (Blackboard)

# April 6

Review

**April 11**

Exam 3

# April 13

Greer, Chapters 1-2

**April 18**

Greer 3-4

**April 20**

Conclude Greer

Quiz 5

**Where Are We Now**

# April 21

Bowler and Segura Chapter 10

# Bonila-Silva 5& 6

# April 25

Bonila-Silva Chapter 7

**April 27**

Bonila-Silva Chapter 8

**May 2**

Bonila-Silva Chapter 10

Quiz 6

**May 4**

Bowler and Segura Chapter 12 and 13

**May 11th** Final Exam

SOUTHERN POLITICS: Regionalism, Religion, Race, and Realignment

Course: PLSC 4333 Time: W 6:00-8:30 Office Hours: after class or by appointment

Classroom: JB Hunt 149

Course Description:

The political transformation of the South in the years since Reconstruction to the present offers one of the greatest narratives for exploring issues of regionalism, religion, race, and political realignment. And it is in the cycles of southern politics, the ebb and flow of enfranchisement and disenfranchisement, that we clearly see the momentum of major social movements. The political pendulum swings widely in the South and with great violence.

The Republican coalition of freedmen, carpetbaggers, and scalawags, as they were called, that dominated the political landscape of the Reconstructed South seemed to vanish almost as quickly as it had appeared. What can only be called a series of racially motivated coup d’etats re-established solid control of the Democratic Party, the party of white supremacy, by the turn of the century. White primaries, poll taxes, and legalized voter disenfranchisement seemed to ensure a solid South for the Democratic Party for the first half of the twentieth-century. Populism attempted unsuccessfully to unite whites and blacks on class issues with Christianity championing segregation.

Eventually, African-American resistance, as well as women’s suffrage, began to chip away at white male political dominance in the South. Such resistance, however, was met with equal force, and by 1948 the Southern Democratic Party, the Dixiecrats, had broken from the national party on issues such as the integration of schools and public spaces. This crack in the solidly Democratic South initiated the realignment of the region with the Grand Old Party, culminating in the 21st century’s Red South. This class explores the events, people, and political behavior that caused this realignment.

Required Texts:

 J. David Woodard. The New Southern Politics. 2nd Edition. Boulder: Lynne Rienner Publishers, 2013.

 Robert P. Steed and Laurence W. Moreland, eds. Writing Southern Politics: Contemporary Interpretations and Future Directions. Lexington: University Press of Kentucky, 2006.

 Angie Maxwell and Todd Shields, eds. Unlocking V. O. Key, Jr.: Southern Politics for the Twenty-First Century. Fayetteville: University of Arkansas Press, 2011.

 David Applebome. Dixie Rising: How the South is Shaping American Values, Politics, and Culture. Harvest Books, 1997.

 Blackboard: several readings will be available as digital documents on our class Blackboard page. A few readings will also be linked to our Blackboard page via the “Content” tab. These readings are noted in the syllabus.

Blackboard: This course will be managed by the Blackboard system. You can login to Blackboard at learn.uark.edu. Through Blackboard I will post announcements, links to outside readings, and your grades (individual students will only be able to see his/her own grades). A current version of the syllabus will remain uploaded on Blackboard all semester. Please email me at amax@uark.edu. I do not check my Blackboard internal email account.

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Assignments:

 Two ID/Essay Tests will be given on March 8th and May 10th. Each test will be worth 100 points.  Ten Reading Outlines will be due throughout the semester. Each will be worth 25 points.  One Annotated Bibliography will be due on March 29th. The assignment will be worth 50 points.  One 2500-word Literature Review will be due on April 19th and will be worth 100 points.

Summary: 2 Tests X 100 points each = 200 points 10 Reading Outlines X 25 points each = 250 points 1 Annotated Bibliography X 50 points each = 50 points 1 Literature Review X 100 points each = 100 points \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Possible Points = 600 points Makeup Policies: Notification that you will miss an exam must be given in writing to the instructor 24 hours prior to the test. Additionally, if a student misses any assignment (all of which are due at the beginning of class) and has an excused absence, they must provide documentation to the professor immediately upon their return to class. The due date for all makeup assignments will be scheduled by the professor individual for each student with a documented excused absence. All makeup tests will be given at the end of the semester at a date to be scheduled by the professor with each student. Students who do not provide documentation for their excused absence immediately upon their return to classes will NOT be allowed to makeup the exam or assignments. Documentation for illness must be signed by the attending physician or an official representative of the doctor’s office.

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

Students with Disabilities: The University of Arkansas provides upon request appropriate academic adjustments for qualified students with disabilities. For more information, visit the website for the Center for Educational Access http://cea.uark.edu/ It is the students’ responsibility to make the professor aware of any accommodations.

Academic Honesty: Failure to abide by the policies of academic honesty set forth by the University of Arkansas will result in a ZERO on the assignment in question. Students who break these rules will be turned in immediately to the College’s Academic Integrity Monitor and face additional consequences as determined by the Academic Integrity Board. Students are required to read and familiarize themselves with the University’s Academic Integrity Policy: http://provost.uark.edu/245.php

Attendance: Attendance is required. Request for excused absences must be accompanied by relevant documentation, and such excuses are subject to the instructor’s discretion.

Inclement Weather: If the university if closed due to inclement weather then our class is cancelled. Since this is an evening class, if the university closes early for inclement weather, class will be cancelled.

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

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

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

Additional Rules: If you violate any of these rules, you will be immediately turned into the Academic Integrity Board, and you will be removed from my class. Your continued enrollment in this class will count as your acceptance of these terms.

 You are NOT ALLOWED to tape (audio or video) this class.  You are NOT ALLOWED to take pictures of the PowerPoints or any other class material.  You are NOT ALLOWED to post your notes from my lectures on note-sharing websites.  This syllabus is subject to change at the professor’s discretion.

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Notes:

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COURSE OUTLINE

Part I: Regionalism  Wednesday, January 18th Overview: Syllabus, Assignments, and Class Rules. Discussion: “Why Southern Politics? History and Relevance” Overview of Reading Outlines

 Wednesday, January 25th “The Making of Southern Politics” Reading Due:  J. David Woodard, Chapters 1 and 2, The New Southern Politics, pages 1-65 Reading Outline In-Class Practice

 Wednesday, February 1st “The Role of the South in National Politics” Reading Outline #1 Due covering:  V. O. Key, Jr. “Chapter 1: Of the South,” Southern Politics in State and Nation, pages 3-12 [Blackboard]  Peter Applebome, “Chapter 2: Cobb County: Newtland,” Dixie Rising: How the South is Shaping American Values, Politics, and Culture, pages 23-55 Film: Louisiana Boys: Raised on Politics

 Wednesday, February 8th “Key Questions in Southern Politics” Quiz #1 Reading Outline #2 Due covering:  Jack Bass, “Foreword,” Writing Southern Politics, pp. vii-xii.  Robert P. Steed and Laurence W. Moreland, “Introduction: The Literature of Southern Politics,” Writing Southern Politics, pages 1-10  Patrick R. Cotter, Stephen D. Shaffer and David A. Breaux, “Issues, Ideology, and Political Opinions in the South,” Writing Southern Politics, pages 189-218

Part II: Religion

 Wednesday, February 15th “The South in the Nation” Reading Outline #3 Due covering:  J. David Woodard, Chapter 5, The New Southern Politics, pages 185-231  Peter Applebome, “Chapter 1: The Southernization of America,” Dixie Rising: How the South is Shaping American Values, Politics, and Culture, pages 3-22 Explanation of Annotated Bibliography Project and Literature Review

 Wednesday , February 22nd “The Church and the Vote” Reading Outline #4 Due covering:  Darren Duchok, “Evangelicalism Becomes Southern, Politics Becomes Evangelical,” in Religion and American Politics [Blackboard]  Charles Reagan Wilson, “The Morality-Driven South: Populist, Prohibitionists, Religion, and V. O. Key Jr.’s Southern Politics,” Unlocking V. O. Key Jr., pages 3-22 Film: “The Battle for the Bible” from Bill Moyers’ Series: God and Politics

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 Wednesday, March 1st “The Making of the Bible Belt” Reading Outline #5 Due covering:  Ted G. Jelen, “Reflections on Scholarship in Religion and Southern Politics,” in Writing Southern Politics, pages 141-166 Test Review/Questions on Annotated Bibliography

 Wednesday, March 8th Midterm Exam

Part III: Race

 Wednesday, March 15th “Racial Politics” Reading Outline #6 Due covering:  J. David Woodard, Chapter 4, The New Southern Politics, pages 131-184  Kari Frederickson, “World War II, White Violence, and Black Politics in V. O. Key Jr.’s Southern Politics,” Unlocking V. O. Key Jr., pages 39-54

 Wednesday, March 22nd NO CLASS—Spring Break

 Wednesday, March 29th “The Dixiecrat Episode” Reading Outline #7 Due covering:  Dan Carter, “More than Race: Conservatism in the White South since V. O. Key Jr.,” Unlocking V. O. Key Jr., pages 129-159 .  Richard K. Scher, “Unfinished Business: Writing the Civil Rights Movement,” Writing Southern Politics, pages 65-90 Annotated Bibliographies Due Questions on Literature Review

 Wednesday, April 5th No Class—Midwest Political Science Association Conference

Part IV: Realignment

 Wednesday, April 12th “The Racial Legacy” Reading Outline #8 Due covering:  Peter Applebome, “Chapter 3: Selma, Alabama: Crossing the Bridge, Calling the Roll, Keeping the Faith, Thirty Years On,” Dixie Rising: How the South is Shaping American Values, Politics, and Culture, pages 56-88  Richard L. Engstrom, “Race and Southern Politics: The Special Case of Congressional Redistricting,” Writing Southern Politics, pages 91-118

 Wednesday, April 19th “Gender and The Long Southern Strategy” Reading Outline #9 Due covering:  Sue Tolleson-Rinehart. 1998. “Can the Flower of Southern Womanhood Bloom in the Garden of Southern Politics?” Southern Cultures 4 (1): 78-87 [Blackboard]

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 Penny Miller and Lee R. Remington, “Writing about Women in Southern Politics” Writing Southern Politics, pages 119-139  J. David Woodard, “Southern Womanhood” in Chapter 9, The New Southern Politics, pages 372-380

 Wednesday, April 26th “The Flip Flop of Leadership” Literature Reviews Due Film: George Wallace: Settin’ the Woods on Fire

 Wednesday, May 3rd “The Red South” Reading Outline #10 Due covering:  J. David Woodard, Chapter 6, The New Southern Politics, pages 233-266  John A. Clark, “Conclusion: Looking Back and Looking Forward: A Research Agenda for Southern Politics,” Writing Southern Politics, pages 291-302  John Egerton, The Americanization of Dixie: The Southernization of America, pages 126-150 [Blackboard]

 Wednesday, May 10th 7:45-9:45 Final Exam

**University of Arkansas**

**Department of Political Science**

**Fall 2017**

**Islam & Politics/ PLSC 4593 Office Hours: Th 4:30-6:00**

**Scope of the Course**

The rise of Islamic “fundamentalism” has redefined the political landscape of the Middle East and caused a great deal of concern in the West. It is the purpose of this course to study the question of political Islam, concentrating on the rise of political Islamic movements, their status, positions, world-views, agendas, and challenge and/or threat. The course, after a brief general introduction to Islamic history and early Islamic movements, examines contemporary Islamic resurgence within the context of state formation and global systems. The relationship between Islamists and political systems will be analyzed in several case studies including Saudi Arabia, Iran, Turkey, Palestine/Israel, Egypt and Syria.

**Required Texts**

* Peter Mandaville, *Islam and Politics,* 2nd Ed., (London & New York, NY: Routledge, 2014)
* Shadi Hamid, *Islamic Exceptionalism: How the Struggle Over Islam Is Reshaping the World*, (New York, NY: St. Martin’s Press, 2016)
* William McCants. *The ISIS Apocalypse*, (New York, NY: St. Martin’s Press, 2015)
* Several articles, handouts, and films

**Recommended Text**

* John Esposito, Tamara Sonn, & John Voll, *Islam and Democracy after the Arab Spring*, (New York: NY, Oxford University Press, 2016)
* Asef Bayat, *Post-Islamism: The Changing Faces of Political Islam,* (New York, NY: Oxford University Press, 2013)
* Carrie Rosefsky Wickham, *The Muslim Brotherhood: Evolution of an Islamist Movement,* (Princeton, NJ: Princeton University Press, 2013)
* Thomas Pierret, *Religion and State in Syria: The Sunni Ulama Under the Ba’th,* (New York, NY: Cambridge University Press, 2013)

**Course Requirements**

Detailed descriptions for all requirements will be given during the semester.

* First Exam (Sept. 21st) and Final (Dec. 7th), worth 20% & 30% respectively.
* A research paper dealing with any of the course topics (Nov. 30th), worth 30%.
* Attendance and participation in the class discussion, worth 20%.

**Note:** For Requirement #3, graduate students are required to write a major research paper and present their research in class.

**Academic Integrity Policy:** Please read the University Policy on Academic Integrity in your student handbook. Plagiarism and academic dishonesty will not be tolerated and will cost you your grade.

**EMERGENCY PROCEDURES**

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

**Students with Special Needs:** Please communicate to the professor your special need in the first day of classes.

**\* \* \* \***

**Course Outline**

**Date Topic & Reading**

**Part I**

**Islam, History & Demystifying Islamism**

8/24 Overview & Introduction to Islam, Muslim, & Islamism

*Reading*: PM, ch. 1

8/31 Islamic History & Key Concepts

*Reading*: PM, ch. 2

9/7 The Making of Islamism

*Reading*: PM, ch. 3; Hamid, ch. 2

9/14 The Evolution of Islamism

*Reading*: PM, ch. 4; Hamid, ch. 3

**9/21 First Exam**

**Part II**

**Case Studies of Muslims & Islamism**

9/28 Islamic States: Saudi Arabia & Iran

*Reading*: PM, ch. 5

10/5 Muslim Democracy: Turkey

*Reading*: Hamid, ch. 5

10/12-19 Tunisia & Egypt: The Success and Failure of Islamic Movements

*Reading*: PM, ch.4; Hamid, chs. 4 & 6; Wickham, *The Muslim Brotherhood*

10/26 Islamic National Resistance Movements: Hamas

*Reading*: PM, ch. 6;

**Part III**

**The Case of ISIS**

11/2 Syria: The Multiple of Voices in the Syrian Revolution

*Reading*: TBA; Pierret, *Religion & State in Syria*

11/9-16 The Islamic State

*Reading*: PM, ch. 7; Hamid, ch. 7; McCants. *The ISIS Apocalypse*

11-30 Conclusions and Prospects

*Reading*: PM, ch. 8 & 9; Hamid, ch. 8

**Papers Are Due**

12/7 **Final Exam**